# Screen of truth

PAUL JOHNSON

**'Television, I am sorry to say, is increasingly used to distort the past'**

We cannot find the answers to all our problems by acquiring knowledge. Some, by their nature – death, for example – are insoluble. But learning nearly always helps a bit, and of the various kinds of learning, the study of history most consistently makes a contribution to clarifying and easing our dilemmas.

How tragic, then, that less and less history seems to be taught, or at any rate acquired, in our schools. A reader recently told me of the case of an A level history student who had never heard of either our greatest monarch, Edward I, or our greatest republican, Oliver Cromwell.

Such shocking lacunae, now increasingly common, arise not only from the inadequacy of history teaching but perhaps even more from the decline in the habit of reading. In conversation with children and young people I notice that more and more of their knowledge, which in some fields is surprisingly wide, is obtained not from the classroom or from books but from television.

In theory, television is an excellent medium for presenting history. The first time I realized its potential was in 1955, when I watched Malcolm Muggeridge's BBC adaptation of his brilliant book *The Thirties*. I saw then what marvellous opportunities TV offered to the popular historian, and later I made some historical documentaries myself.

But television, I am sorry to say, is also and increasingly used to distort the past and so give viewers, whose own sparse reading-habits give them little chance to check what is shown, false knowledge. I was shocked by the recent BBC presentation of the events at the Étaples camp in 1917, which the corporation described as a true story. In fact, some scenes were inventions and the series' own historical adviser indignantly repudiated the portrayal. This seems to me inexcusable behaviour by the BBC, a public-financed body, one of whose objectives is to assist the education process.

However, not all TV history is misleading. On September 14, Channel 4 transmitted the first of a seven-part series, *Pillar of Fire*, dealing with the events leading up to the creation of Israel. It started with the Dreyfus case in 1895, which had a dramatic effect on the views of the effective founder of modern Zionism, Theodore Herzl, and goes on to describe the actual achievement of statehood in 1947–48.

This series seems to me TV history as it ought to be. It is by no means an attempt at impersonal, uncommitted and wholly objective history. If such a thing is possible at all, it certainly would not work on TV. A good historian will inevitably have a point of view because he is a moral human being, making judgements which express his beliefs.

In this case the author, Yigal Lossin, is a senior producer at Israel Television, and obviously he has a predetermined viewpoint in the sense that he believes Zionism has a legitimate moral purpose and that the creation of Israel was a justified act.

But none of this means he has been cavalier with the facts, either in selection and presentation, and from what I have seen of it, and to judge by the accompanying book, this is a pretty sober and judicious presentation of a complex and contentious story. All the same, it has aroused a good deal of controversy, notably in Israel itself, where it was originally shown during 1981 in a much longer, 19-hour version. Menachem Begin, the then Prime Minister of Israel, criticized it strongly and there were various impassioned attempts to cancel transmission, through the board of the Israel Broadcasting Authority, through the Government and through the courts. The chairman of the World Zionist Organization also raised objections.

These criticisms arose partly because Lossin did not sidestep episodes which undoubtedly occurred but which some Israelis think are best forgotten – such as the massacre at the Arab village of Deir Yassin in 1948. There is also the case of the terrorist explosion at the King David Hotel in Jerusalem during 1946, which cost the lives of 91 Britons, Jews and Arabs. This outrage was the work of Menachem Begin's Irgun. When Begin was premier, many years later, and both he and I were speakers in Jersulem at the opening session of the first conference on international terrorism, I told him I thought it would be inappropriate for him to bring up this incident in his address, let alone try to justify it. But he insisted on doing so, because he believes to this day that it was a blow against a legitimate target – part of the hotel housed the British colonial secretariat and military headquarters – and that adequate warning had been given to the British authorities to evacuate the building.

Lossin's method, in dealing with the King David explosion, is to allow Begin to make this point, and to reinforce it with a statement from Adrian Nisan, who as a schoolgirl was given the awesome task of delivering the deadly warning by telephone. Lossin also films John Shaw, the chief secretary, flatly denying what Begin and Nisan say, and asserting with total [illegible] tion that "no warning was made to [illegible] member in the building or reached [illegible] way whatever."

Here is a direct conflict of evidence [illegible] salient point of fact, of the kind with [illegible] historian has constantly to deal. [illegible] purpose of this TV presentation, [illegible] rightly, in my view, gives no verdict [illegible] but lets the antagonists speak and leaves the viewer to judge.

I have recently completed a history [illegible] Jews, which deals with all the events [illegible] up to the foundation of Israel, and [illegible] some points on which my interpretation [illegible] stress would be different to Lossin's [illegible] general, he seems to have told the [illegible] fairly and accurately. It is both tru[illegible] ennobling and few people, I think, [illegible] without being moved and sometimes [illegible] ed. Thanks to photography and the [illegible] reel, nearly every episode in the lo[illegible] modern Zionism has left a film re[illegible] some sort, so that it is possible to [illegible] much through the moving image as [illegible] word.

This ability to use the image mak[illegible] 20th century a tremendous weapon [illegible] historiography, and one which the hist[illegible] profession has not yet properly appre[illegible] As yet, no one has thought seriously [illegible] framing rules for presenting history [illegible] The rules Lossin follows for himself [illegible] me sound. But many people in the [illegible] industry are less scrupulous and this [illegible] moved towards a code of accuracy [illegible]

## NEXT WEEK

**Baker's recipe**
Barry Hugill reports from the Tory Party Conference on Kenneth Baker's new initiatives for education

**Going up**
With the largest-ever bottleneck [illegible] teachers at Scale 2, what are the prospects for those seeking promotion and how should they [illegible] about it?

**Longing for release**
Gerald Haigh recalls the splendour and miseries of National Service and argues its virtues as a social leveller

**EXTRA: Mathematics** [illegible]

THE TIMES

# Educational Supplement

[illegible]DAY OCTOBER 10 1986 NUMBER 3667

FIRST PUBLISHED 1910 PRICE 55p

MPs determined to force vote on sex education amendment

# Tory rebels plot to defy Baker plan

by TES reporters

Right-wing Conservative MPs are planning to defy Government whips and force a vote on their amendment to the Education Bill which would give parents the right to withdraw their children from sex education lessons. The organizer of the rebels, Mr Peter Bruinvels, MP for Leicester East, does not believe that Mr Kenneth Baker's plan to give school governors absolute control over the content of sex education will prevent what he believes to be the indoctrination of pupils by left-wing Labour local authorities.

He admits that Mr Baker has "spiked my guns" and that he will no longer be able to rely on the 102 MPs who, before Mr Baker's speech to the Conservative Party conference on Tuesday, had pledged support for the amendment.

But he said that a "random sample" of 15 MPs immediately after Mr Baker's speech had shown 14 still prepared to defy the whips.

Mr Bruinvels' worry is that parents will not be in strength on most school governing bodies until 1988 at the earliest and that until then governing bodies dominated by political – Labour – appointees could continue to "corrupt" children.

He says he would consider dropping his amendment if Mr Baker were prepared to "ban" books and films from use in sex education lessons that "many people consider grossly offensive."

Meanwhile, there were growing fears in the education world that his other major announcement to the Tory faithful at Bournemouth this week – the establishment of 20 city technology colleges directly funded by the Government – could undermine rival state comprehensive schools.

In a wide-ranging speech to the conference, Mr Baker promised the Tories that control over sex education would be removed from teachers and local authorities – and given to governing bodies which would themselves be answerable to an annual parents' meeting. This new power would be inserted into the Education Bill when it has its last reading in the House of Commons later this month.

He added: "The governing body will decide what, if any, sort of sex education the school should offer and whether the school should allow particular parents to withdraw their children from particular sex education lessons." The Tory rebels had wanted the right to withdraw to be given to all parents.

Mr Baker went on to say the new city technology colleges would be for 11 to 18-year-olds, government funded but run by educational trusts and catering for between 750 and 1,000 pupils.

He said he expected the first of them to be "open for business" in 1988 – almost certainly after the next general election.

They would be financed by the Department of Education and Science with private commercial sponsors making a substantial contribution towards the costs. They would offer a curriculum with a strong emphasis on technology, science, business studies and design.

It is understood the colleges could be set up without recourse to further legislation by using powers in Section 100 of the 1944 Education Act.

Mr Fred Jarvis, general secretary of the National Union of Teachers, said most governing bodies would recognize that teaching of sex education was sensibly left to the teachers.

Mrs Barbara Bullivant, secretary of the National Association of Governors and Managers, said: "Why can't Mr Baker trust the teachers?"

On technical schools, Mr Giles Radice, Labour's education spokesman, said: "It's another Baker gimmick – it will do nothing to put more books and equipment into our classrooms, repair our schools or improve the quality of teaching. It's a pity that Mr Baker is not more interested in the education of the nation's children than he is in becoming Tory leader."

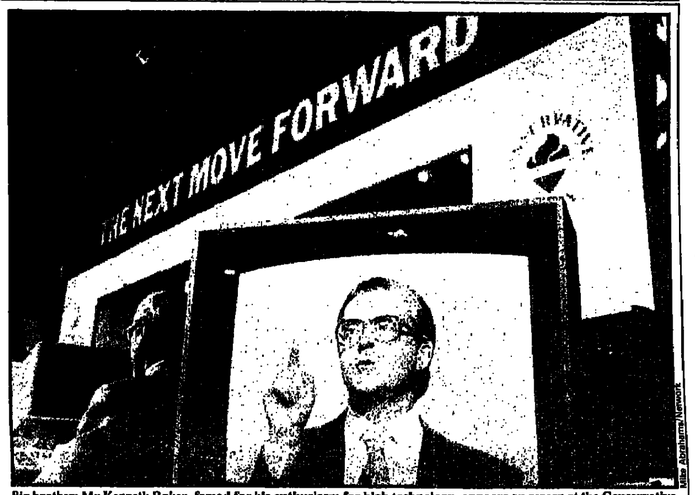
Mr Demitri Argyropulo, former chairman of the Conservative National Advisory Committee on education, said: "A scheme for 20 schools is at best a peripheral improvement, at worst marginally harmful."

● Local education authorities could find themselves obliged to give schools control over their budgets if the government is re-elected for a third term.

Mr Kenneth Baker is considering legislation to force l.e.a.s to devolve power to schools. But legislation could not be introduced until after the general election he says.

The minister would much prefer that the authorities voluntarily give up their powers and he intends to spend a great deal of time "exhorting" the l.e.a.s to follow the example set by Cambridgeshire.

But he accepts that some authorities will be less willing than others to hand over control of the purse strings and that a new law may be necessary.




Mike Abrahams/Network

**Big brother: Mr Kenneth Baker, famed for his enthusiasm for high technology, appears on screen at the Conservative Party conference as he delivers his address**

**Conservative Party conference pages 10 and 11**

# Pay talks' wise men set to step in

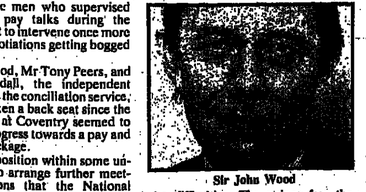
by James Meikle

The three wise men who supervised the teachers' pay talks during the summer are set to intervene once more to prevent negotiations getting bogged down.

Sir John Wood, Mr Tony Peers, and Mr Bill Kendall, the independent panel set up by the conciliation service, ACAS, have taken a back seat since the accord signed at Coventry seemed to herald real progress towards a pay and conditions package.

Internal opposition within some unions, failure to arrange further meetings, allegations that the National Union of Teachers and the Labour leaders of the employers are "stitching up a deal, and signs of better short-term pay rises being offered to Scottish teachers have changed all that.

The three-man panel is now investigating whether it can clear up some of the difficulties. The unions fear the employers want to force through a final package at a residential meeting in the Midlands next month.



Sir John Wood

The National Association of Schoolmasters/Union of Women Teachers, which has refused to sign the preliminary agreements, said: "We don't accept that the agenda for another residential weekend is going to be set up by management, and possibly the NUT, behind the scenes."

Mr Doug McAvoy, deputy general secretary of the NUT, denied any "stitch up". He has also complained about delays, particularly over salary talks. The teachers are worried that there has been little progress in setting up a national steering group to monitor pilot projects on appraisal. The Government is considering applications for money to run experiments.

● The National Union of Teachers in Liverpool staged selective strikes in 15 schools this week in protest against the declared intention of the city council to dock money from teachers who refused to cover for absent colleagues.

**Scottish deal and after – pages 12, 13**

# Call for infant teachers

by Julia Hagedorn

**Teacher training institutions are to receive a letter from the Department of Education and Science reminding them of the urgent need for more nursery and infant specialists.**

**Training colleges have already been informed of their increased allocation for primary numbers, following the Secretary of State's announcement last week that primary intake would be increased by 20 per cent by 1989.**

**Her Majesty's Inspectorate is extremely concerned about the shortage of trained nursery and infant teachers and feels that insufficient time and expertise is being devoted to the needs of the increasing number of four-year-olds in reception classes. Mr Baker is believed to have taken this into account in his deliberations over primary allocations, which were made particularly to improve facilities for children aged between three and eight. The intake to all initial and postgraduate primary teacher training courses in 1982 was 6,435. The target for 1986 is 9,274 and for 1989, 10,950.**

**No separate statistics are available to enable comparison between the number of students specializing in nursery and infant teacher training and the number covering the entire primary range.**

**HMI would like to know what element in courses covering teaching of children aged between three and 11 is devoted to younger pupils.**

**It hopes that, once the institutions are made aware of the problem, they will use their increased provision to concentrate on this end of the primary sector.**

*NAHT early years' conference – page 5*

## THIS WEEK



## NOTICEBOARD

### PEOPLE...

**Professor Berrick Saul**, vice chancellor of the University of York to be chairman of the Central Council for Education and Training in Social Work in succession to Ms Joan Cooper. Mr Tony Hall, director of the British Agencies for Adoption and Fostering, to be the new director of CCETSW on the retirement of Ms Priscilla Young.

### CONFERENCES...

*November 6*
*Play and the outdoors* – to explore the role of play in the outdoor environment, natural or built, in children's development for those working with children in the 5–14 age range, either in the statutory or voluntary sector at Josiah Mason Lecture Theatre and Ackers Trust Centre, Birmingham, organized by Play Board and the National Association for Outdoor Education. Details from Nick Balmforth, Senior Communications Officer, Play Board, Britannia House, 50 Great Charles Street, Birmingham B3 2LP.

*November 10*
*Provision for children with special educational needs: the 1981 Act and its implementation* at the Institute of Education, University of London, to report on the DES-funded research programme carried out at the National Foundation for Education Research, the Huddersfield Polytechnic and Manchester University and at the University of London Institute of Education. Details from Mrs Andrea Glaser, Project Assistant, The 1981 Act: Policy and Provision for Special Needs Project, Institute of Education, 55 Gordon Square, London WC1H 0NT.

*November 11*
*Experiencing evaluation* – a practical approach to evaluation in youth work organized by the National Youth Bureau and the ILEA at County Hall, London SE1 for senior officers and managers in the local authority youth service, voluntary organizations, youth service training agencies and education officers in local authorities. Fee £20. Details from the Director, National Youth Bureau, 17/23 Albion Street, Leicester LE1 6GD.

*November 20–21*
Pickup in universities national conference at the Octagon Centre, University of Sheffield, organized by the Centre for Continuing Vocational Education. Speakers include Sir Peter Swinnerton-Dyer, George Walden, Professor Graeme Davies, Mr S Moore, Dr John Padley and Mr Ian Johnston. Details from Mrs Christine Scown, conference administrator, the University of Sheffield, 85 Wilkinson Street, Sheffield S10 2GJ.

### COURSES...

*Urban Community Studies*
A series of flexible courses on the nature and politics of contemporary urban community life. Each lasts for a year and may be studied separately. Starting points depend on previous study. The courses are: child care and community; children and society; urban community studies and race community and society. Details from the Department of Extra-Mural Studies, 26 Russell Square, London WC1B 5DQ.

*Film and television*
Details of the National Film and Television School's short course training programme from October to December are available from Hilary Coote, Administrative Director, National Film and Television School, Beaconsfield Studios, Station Road, Beaconsfield, Bucks HP9 1LG.

### EVENTS...

*October 21 and November 19*
*Workplace Nurseries* seminars at Fleet Nursery, Wesley House, 4, Wild Court, London from 6pm. October 21 will focus on the practical and campaigning steps to setting up a workplace nursery and November 19 will consider the importance of nursery to a child's development. Details from Penny Craig, Workplace Nurseries, Room 205, Southbank House, Black Prince Road, London SE1 7SJ.

*GCSE*
Cambridge Educational Exhibitions are organizing a series of exhibitions of new books and equipment for GCSE at the West Midlands College of Higher Education, Walsall (October 23); the Edgar Wood Centre, Manchester Polytechnic (November 5); the School of Education, University of Newcastle (November 12); Westbrook Hall, Bradford Park Avenue Community College (November 19); and Homerton College, Cambridge (November 26). Details from George Pearson, Cambridge Educational Exhibitions, Tracey Hall, Cockburn Street, Cambridge CB1 3NB.

*October 25–November 29*
*Open Minds – the process of education*, an exhibition of photographs by David Townend and Mandy Herman at the Impressions Gallery, York. Impressions Gallery of Photography, 17 Colliergate, York YO1 2BN.

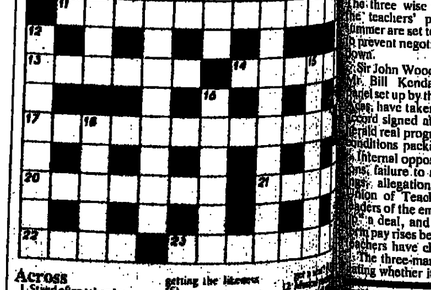
*November 10–25*
*Waterfront: schools' exhibition*
Royal Institute of British Architects exhibition of pupils' work concerning the relationship between water and buildings, at RIBA, 66 Portland Place, London W1.

*November 14*
Community Service Volunteers' annual review day at Britannia House, Moor Lane, London EC2. The guest speaker will be the Right Reverend David Sheppard, Bishop of Liverpool, on "Giving and receiving in the city" and CSV will give an account of the year's work. Details from Linda Greenberg, CSV, 237 Pentonville Road, London N1 9NJ.

### PUBLICATIONS...

*Children's London*
London Visitor and Convention Bureau guide to attractions for children, traditional events and travelling in London costs £1.25 and is available at LVCB tourist information centres or by post from LVCB Sales Department, 26 Grosvenor Gardens, London SW1 [illegible] price £1.65.

## No 274 CROSSWORD by [illegible]



**Across**
1 Stand often taken by political speakers (8)
5 A crystal box (4)
9 Unsure how to combat the shivers (5)
10 Trying to interview royalty? (7)
11 Covers the mail in capitals (5,7)
13 Lemon extend being useful in the cook (6)
14 Faster form of watch (6)
17 Infant's geology is hardly set for marvel [illegible] (8,5)
20 Theatre company [illegible] to be [illegible] (5)
21 [illegible] long blue [illegible] (4)
22 [illegible] setting the [illegible] (5)
23 Machine-gun nest blown up (4)
25 Writer is about to [illegible] a colour (3-5)

**Down**
1 Decorate with flags (4)
2 Lace with gin perhaps, it's [illegible] by? (7)
3 Finish brilliantly in two languages (8,6)
4 Take stock of others (6)
5 Put in charge (5)
6 Record the [illegible] of [illegible] (7)
7 Outmoded [illegible] (6)
[illegible]

TIMES PAST THE TIMES

EDUCATIONAL SUPPLEMENT
Priory House, St John's Lane, London EC1M 4BX. Tel 01-253 3000

# Mr Baker's cuckoos

Secretaries of State, of either party, like to have some lollipops for their party conferences – newsworthy announcements with which to spice the pabulum of flattery and abuse which normally serves to keep the tone down to the level the faithful expect on these occasions. This year was no exception. Mr Baker had two bits of news. Sex education is to be remitted to school governors by another amendment to the 1986 Education Bill, thereby removing it from the control of the l.e.a. and limiting teachers' discretion.

This looks like quite a good wheeze as a pragmatic response to the legalism of their lordships and the apparently fathomless idiocy of some local authorities. But exactly what will these new responsibilities involve? Can governors really perform them in the circumstances of stress which may arise? There is no formula which can be imposed from the centre which can prescribe exactly what should be taught or the context in which it should be taught. That's why you need professional teachers. Giving responsibility to the governors will not solve every potential difficulty but it should enable most – but by no means all – schools to get on with their work without interference.

The second lollipop was the big one – the 20 or so "city technology colleges" (another ghastly noun-adjective to offend Mr Baker's concern for the English language). The projected opening date is 1988 so these are post-election institutions, though the planning will go forward in anticipation of a Conservative victory.

The educational establishment will hate this idea as it hated the Assisted Places Scheme, only more so. At a time when falling rolls are hitting city comprehensive schools hardest, 20 new, large, well-funded selective schools will open in direct competition.

There is no way that this can happen in London, Sheffield or Manchester, or wherever, without the schools in the catchment area of the new CTCs being affected. Only a blinkered, free-market ideologue could believe that the effect will be healthy competition.

The CTCs are to be selective, but not simple "academically" selective on the model of the old 11-plus. Selection methods are likely to put a premium on pupil-motivation and parental support, ensuring for the CTCs all the necessary ingredients for spectacular success.

What the educational establishment has to acknowledge is that these will be extremely popular: the public will esteem them highly. It will only confirm the public in that view if these schools come under constant fire from the maintained sector. They will be popular because they will (within their lights) be very good schools and very good value for money. Of course, anyone can run a good school with the best-motivated, best-supported pupils b[illegible] the rest of the maintained system [illegible] cities to cater for the remainder as [illegible] which have been made less favou[illegible] cuses much less favourable.

The most significant Tory ma[illegible] Baker speech came in the mo[illegible] which came when he emphasised [illegible] will not be "part of the local educa[illegible] The depths of hostility to the l.e.a. [illegible] the long-term implications are clear [illegible] the local education authority are a[illegible] line of development outlined by [illegible] continues. He made this clear at the [illegible] speech, indicating a progression [illegible] through the decentralization of po[illegible] and parents, with more control of [illegible] school level – all necessary prelu[illegible] ultimate privatization. There can b[illegible] about the importance of education [illegible] the next general election.

## COMMENT

# . . . flooding in the Main

There was a moment shortly before Christmas 1985 when it looked as if there might have been an independent inquiry into teachers' salaries in England and Wales. The move was resisted inside the Government, reputedly by the Treasury, which preferred to see what would emerge from attempts to involve the conciliation service Acas with the local authorities and the teachers' unions in new negotiations. North of the Border, however, the Secretary of State for Scotland did agree to set up such a committee of inquiry, thereby caving in to the Educational Institute of Scotland's principal demand, and bringing the Main Committee into being.

In the event, the Acas talks prospered and the process began which eventually led to the Heads of Agreement signed (or not signed) at Coventry. But as a result of the Treasury's caution (or natural parsimony), a potentially dangerous situation was bound to arise: two separate mechanisms had been devised to deal with two linked disputes – linked, that is, in the sense that the Government would sooner or later have to show its willingness to deal in an even-handed manner with teachers in the whole of Great Britain. As soon as the Coventry "deal" had been pulled off, speculation began about the Main Committee and its report. Last week speculation gave way to direct comparisons and the game of leap frog began.

As the reports on pages 12 and 13 show, the two sets of proposals are different in form and exact comparisons of the complete packages are difficult to make. The teachers' unions naturally will all be under pressure to try to get the best of both worlds – unpacking the two deals and cannibalizing them to find the most desirable elements of each. Mr Doug McAvoy, the deputy secretary of the National Union of Teachers, has made a start by noting that the Scots get their pay rises more quickly and without some of the disliked features of the Coventry plan for the integration of scales in a Main Professional Grade. He is, therefore, pressing for the procedure for assimilation to be speeded up on Scottish lines.

His zeal for a Scots-type deal, however, falls short of asking for the top of the MPG to be lowered to the £12,900 which will be the summit of the hastescale for all unpromoted teachers in Scotland. The Main report has put more of the money into the superstructure of posts in the hierarchy – "to stretch differentials again after the contraction experienced during the 1970s" – which would seem likely to appeal to the Department of Education and Science more than the approach adopted at Coventry.

Kenneth Baker and Scottish Secretary Malcom Rifkind: will they want similar deals?

What is quite clear is that the Scots proposals, like the English and Welsh, leave wide open many of the contract issues – and while implying more generous staffing at various levels, fail to account for their costs. Even so, the Scots pay rise is priced at 16.4 per cent between now and March 31, 1988, for some senior teachers and up to 12–15 per cent "over the next few years as . . . (they) . . . advance to the new grade of senior teacher."

Having set up the Main Committee and chosen its members, the Government is under considerable pressure to accept its arithmetic. The Main Report must now be thought of as helping to mark out the pitch on which the English and Welsh teachers will conduct their contest with Mr Kenneth Baker, the Secretary of State, and on which he will tackle them and the local authorities. Of course, the Scottish teachers may not play ball, though John Pollock, the general secretary of the EIS, has been wisely cautious in his comments. The EIS demanded an inquiry. It got what it asked for. It will now find it difficult to reject the result and regain any public sympathy.

If the Government accepts the Main Report and agrees to fund its share of the cost, will ministers try to make any deal for England and Wales conditional on a similar set of differentials? This must be the temptation and – while many believe this would, in fact, be a desirable aim – it would put the whole of the Coventry deal in jeopardy. That is the trouble with package deals: if one part collapses, the rest follows.

But the Government, having been forced out on to the sidelines by the unexpected agreement Acas, is certainly not going to pay out for a salary structure which it distrusts and dislikes. It has been able to postpone judgement on Coventry until a balanced pay-and-conditions proposal is on the table. The Main Report may change all that and cause ministers to tip their hand. If they do, it may well cause even more anguish for the teachers and the local authorities which are struggling to bring the schools back from the brink.

# Selective truth

The political motive underlying Mr Kenneth Baker's outburst over ILEA's book-buying policies (page 3) should not be allowed to obscure the seriousness of the situation which now appears to have arisen.

Mr John Carr, the local politician who oversees the authority's buying policy, has declared that materials which don't project "accurate" and "positive" images of blacks, women and disabled people will not be bought.

In his recent speech to the British Educational Equipment Association, Mr Carr made great play with the word "accurate", but it is clear that that yardstick is to be applied in a selective manner. It is hard to imagine Mr Carr and his colleagues acquiescing willingly in the purchase of books whose portrayal of civil rights in present-day Central Africa was accurate: as Mr Carr uses it, the word has inescapably cosmetic overtones.

"Thought control" may be a mite exaggerated, but "indoctrination" is exact as a description for this predominantly Left-wing activity. ILEA's "equal opportunities" policy-makers – permanent staff rather than politicians, on the whole – may not rival the antics of Brent, but their political bias regularly slants booklists and guidelines to the point where they insult their audience's intelligence. The notorious Auschwitz pack which is currently under revision (page 34) is not the worst example of the trend, but there history was distorted through what looks like systematic omission.

We have argued before on this page that it is a misleading and unhelpful simplification to lump "anti-racism" and "anti-sexism" together as a single evil which can be eradicated by a concerted Socialist effort (and to throw in the disabled as an additional element in the crusade is both insulting and plain potty). But much of the trouble lies in the fact that the anti-racists are living in the past.

They blithely castigate "Eurocentric" and "neo-colonialist" books as though publishing has stood still since the fifties: they should visit a bookshop or two. But they, of course, have their own "black" bookshops (which readers of the ILEA pamphlet *Positive Books on Black People's History* are instructed to visit "as a matter of course"). Social ghettos breed underclasses: literary ghettos breed lies.

Mr Carr and his friends are putting sane and important policies at risk.

# Spreading the blame

The National Association of Head Teachers seems to have collected its figures on GCSE funding in a rough and ready sort of way (page 8).

It is not clear, for example, exactly when the figures were collected or from whom, how far they took account of recent decisions, or indeed of how many books or pieces of equipment used for GCSE might be expected to come out of regular capitation allowances, rather than labelled funding.

The difficulty about running off a quick and dirty spot-check is that it is almost impossible to calculate what an individual l.e.a. should be spending at a given point, when different bits of the funding are coming through in different ways. Although an l.e.a. must inescapably pay its share of any money coming from the Government via a direct grant (ie its share of the £15 million), what it spends beyond that depends on where it was starting from, how much of the national spending is new money and, inevitably, what the other pressures on its budget are (teachers' pay rises don't help).

The Secretary of State's duty calcu[illegible] tion that central and local [illegible] between them would lev[illegible] million this year on the [illegible] tion allowed for teache[illegible] well as books and eq[illegible] assumed that the Le.a. [illegible] million of it.

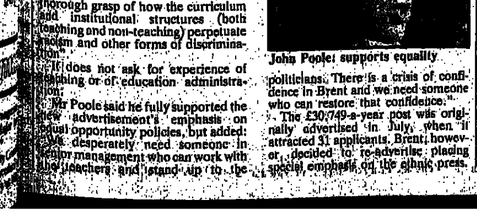
But it has to be remem[illegible] ever was notionally pa[illegible] support grant, that the [illegible] ties were doing their b[illegible] beginning of the year [illegible] was safe to assume th[illegible] would even go ahe[illegible] money out of budg[illegible] through the year is not [illegible] cult, and it is to be hoped [illegible] be forthcoming in April.

The timing of the sum[illegible] on the eve of the Conse[illegible] conference – might h[illegible] justify the haste with [illegible] collated. There is no d[illegible] central thrust will have [illegible] in schools up and down [illegible]

When *The TES* talked [illegible] teachers at the beginning [illegible] their GCSE preparations [illegible] that uncertainties abo[illegible] were still the major pro[illegible] was inevitable, given th[illegible] hour nature of the GCSE [illegible] struck between Mr Kenne[illegible] the unions in June. [illegible] orders would get off to a [illegible] as late and limping a[illegible] training.

The growing parent [illegible] whose strength the Conse[illegible] such store, is also critical [illegible] first-hand of the re-cited [illegible] James Hammond reveal[illegible] 4. The truth is that, [illegible] national GCSE specifi[illegible] too complicated to be m[illegible] headteachers' sketchy [illegible] exam does provide a ve[illegible] peg on which to hang [illegible] overall lack of resources.

The only snag is that th[illegible] also given Kenneth Baker [illegible] tunity in his Bournemou[illegible] offload much of the blame [illegible] resourcing in general or [illegible] tralized system: "I get let[illegible] as parents when I read that [illegible] school is short of textbooks [illegible] coat of paint", he was [illegible] audience, more in sorrow [illegible] anger.






## NEWS

# ILEA 'close to thought control' – minister

A fresh controversy arose this week between the Secretary of State for Education, and the Labour-led Inner London Education Authority over the books it provides for schools.

The dispute was sparked off by a speech entitled, *The Product Needs of ILEA's Multi-ethnic Policy* given by Mr John Carr, chairman of the authority's trading supplies committee, at a recent British Educational Equipment Association conference.

"We are not interested in buying from anybody books, videos, slides, tapes or materials of any kind which carry outdated images, outdated messages about women, about ethnic minorities or about disabled people," said Mr Carr.

He went on to say that if such material was not "accurate" ILEA would be advised by a "specialist" team in the Inspectorate, to censor it. "You are smart people, or at least if you're not you won't stay in business for very long," he told the book suppliers. "You know that if you want to develop a new product you've got to find out what it is that is going on in the market."

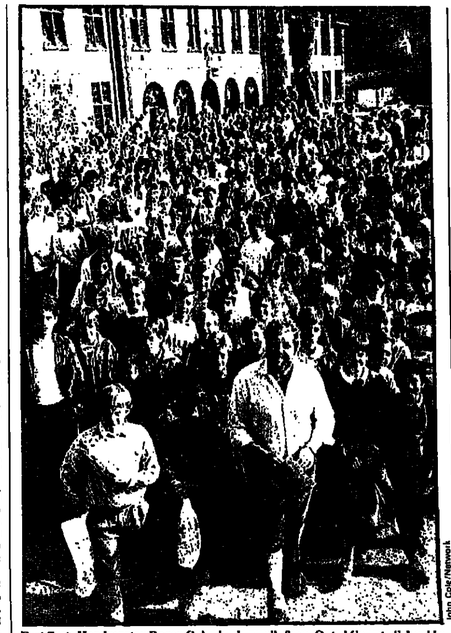
Mr Kenneth Baker, who was at the conference, was shocked by Mr Carr's speech and said that ILEA's approach, ". . . is very close to imposing thought control in London schools." However, Mr Carr insists that the Education Publishers' Association has a similar policy to ILEA on this issue and that Mr Baker's comments were, "transparently cheap publicity linked to the party conference."

ILEA's anti-racist, anti-sexist book buying policy is based on a new pamphlet called *Positive Books on Black People's History*. Its foreword states: "The authority's initiatives on race, sex and class require schools to evaluate the books, materials and resources that are available in their institutions and to ensure that what is in use is not racist or sexist." It also encourages schools to, "visit black bookshops as a matter of course" when buying its "positive resources".

## Course licences

Most polytechnics and major colleges will have licences to start their own courses, check their quality and award degrees, under proposals published today by the Council for National Academic Awards.

In return, institutions will be subject to more stringent controls on external examiners and a review every five to seven years.



John Cole/Network

Feet first: Headmaster Roger Coles leads pupils from Oxted County School in Surrey on the first leg of a 10-mile sponsored walk. The whole school, including staff, was involved in the walk, which aimed to raise £8,500 for a new minibus.

# CEO calls for link-up of HMI and auditors

by Sue Surkes

Her Majesty's Inspectors and the Audit Commission could eventually be replaced by a single body as the link between spending and educational performance grows, Mr Donald Naismith, Croydon's controversial director of education, said this week.

Addressing HMIs at a London conference on efficiency measurement, he said the new body would be responsible for assessing how successfully chief education officers converted resources into educational achievement.

He said CEOs had to link resource management with curricular opportunities and standards – a task made difficult, if not impossible, by a divided system, which made local government responsible for the former and schools for the latter.

Local authority finance was still run along traditional lines. Education committee estimates failed to link spending to educational programmes that related resources to performance.

The chief education officer provided the link between the two sides of the educational equation – input and output. However, the future role of HMI and the Audit Commission was less clear, Mr Naismith said. The introduction of ideas about absolute standards and measurement techniques would lead quality control to become largely self-regulating.

# Brent director needs to be 'someone strong'

by Jeremy Sutcliffe

Brent needs "someone strong" to run its education service because it is suffering "a crisis of confidence", Mr John Poole, secretary of the National Union of Teachers in the London borough, said this week.

He was speaking as the authority re-advertised the post of director of education and asked for applicants with "an anti-racist and gender equality perspective".

The advertisement also calls for "a thorough grasp of how the curriculum and institutional structures (both teaching and non-teaching) perpetuate racism and other forms of discrimination".

It does not ask for experience of teaching or of education administration.

Mr Poole said he fully supported the new advertisement's emphasis on equal opportunity policies, but added: "We desperately need someone in senior management who can work with the teachers and stand up to the politicians. There is a crisis of confidence in Brent and we need someone who can restore that confidence."

John Poole: supports equality

The £30,749-a-year post was originally advertised in July when it attracted 31 applicants. Brent, however, decided to re-advertise, placing special emphasis on the ethnic press.

# Sutton to consider end of selection

A report setting out options for the introduction of comprehensive schools in the London borough of Sutton – one of the last remaining bastions of grammar school education – has been received by local councillors.

The report, by the director of education, Mr Charles Melville, sets September 1989 as the date for replacing grammar and secondary modern schools.

Reorganization proposals were drawn up at the request of the ruling Liberal group, which took over from Conservatives in the May elections.

The report sets out the alternatives: 11–18 schools with between four and six-form entry with a cost put at £6.68 million, or 11–16 schools with either a central sixth-form or tertiary college at a cost of £4.99 million excluding 16–19 provision.

The report is due to be discussed at a special education meeting on October 14.

Mr Kenneth Baker referred this week to a school in Brixton which had a truancy rate of up to 50 per cent. Hilary Tagg looks at the HMI report he was quoting.

# Fifth-formers' attendance rate drops to 55%

Attendance levels at Stockwell Park school in Lambeth dropped as low as 55 per cent in the fifth form last year, says an HMI report just published.

The report states that: "The range for fifth-year attendance is 46 per cent for one class, up to 79 per cent for another."

Stockwell Park, which opened in 1983 following the amalgamation of three schools, has a high proportion – 60 per cent – of pupils from ethnic minorities and 25 per cent of its pupils do not speak English as their first language at home. Nevertheless, the pupil/teacher ratio is good, standing at just over 8:1, and, according to the report, the school enjoys, "ample resources both human and material."

Low attendance levels do, however, cause great concern, it adds. Any kind of continuity in teaching is extremely difficult, and examination results are correspondingly low.

In 1984 the O level pass rate was 39.1 per cent and had dropped a further 3 per cent last year. Over 20 per cent of CSE papers were ungraded in the same year. A level results were more encouraging, achieving a 50 per cent pass rate in 1985, but only 15 pupils were entered.

The means to improve the situation already exist, says the report. The pastoral care is for example, extensive, including regular visits from an educational psychologist and psychiatrist.

The Inspectors say that the "adverse publicity experienced by the school has resulted in a vigorous campaign to project a more positive image." They add that they recognize the progress made in the two years since the amalgamation, and are reassured that the great majority of teachers are willing to face the problems caused by the action over pay.

Many problems still remain, however, says the report. It states that "currently 31 pupils on the school roll are educated elsewhere at off-site centres or through home tuition." Moreover, as children are not allowed on school premises during lunch breaks there is no alternative social base for pupils and the incentive not to return is consequently high.

The report on Stockwell Park suggests that providing children with a motive to attend school more regularly

Mrs Sylvia Keefe, head of Stockwell Park, said tremendous effort had been made to improve attendance at the school since the HMI's visit. Average attendance for the first four weeks this year was over 80 per cent.

Having lost their appeal the children face a prolonged exile

**Jeremy Sutcliffe talks to a group of Birmingham parents who have set up their own school after failing to get their children into the comprehensive of their choice**

# The famous fi who would rather not be

When an issue provokes people to quote poetry written in prison in the midst of a bloody civil war, you can bet it has something to do with a parent's right to choose a child's education.

Every year without fail, skirmishes are fought the length and breadth of Britain between local authorities and parents who have been frustrated in their efforts to send their children to popular schools. If blood is seldom actually spilt, metaphorically it can be a bloody business, and very often it is the parents who are forced to bow the knee.

One such battle is being waged in the Birmingham suburb of Sutton Coldfield, where a group of parents have banded together to set up a small private school in the dining-room of a substantial post-war detached home.

It has five pupils, eight part-time teachers, and a willing army of parent helpers.

Each of the children had applied unsuccessfully for a place at Fairfax School, a former co-educational high school for 11-plus failures set up by the now defunct Royal Borough of Sutton Coldfield in 1959. Set in the middle of the Falcon Lodge council estate, originally planned as a Birmingham overspill, Fairfax is flanked on one side by green belt, on the other by one of the most affluent suburban developments in the Midlands.

Unsurprisingly, the school has by dint of its catchment area become one of the most successful comprehensives in Birmingham. Its academic results are better than the average grammar school and it has a thriving programme of activities and social events.

The trouble started when the l.e.a. decided last year to redesignate Fairfax a 150-pupil entry school, cutting the intake by two classes from 210 pupils. The aim was to take out a number of temporary classrooms. The effect was to enrage a sizeable group of parents who claimed they had been assured that no cut in entry would be made as long as there was a demand for places.

The row led to the setting up 12 months ago of a temporary school, run from a village hall, for about 40 pupils who failed to get a place at Fairfax. The school closed within a month of opening after the parents won a court case which said mistakes had been made over the three-mile radius eligibility rule. All the children subsequently went to Fairfax.

This year, however, the l.e.a. has made no mistake, and the five unlucky children, having lost an appeal in August, look set for a prolonged exile.

What makes the case particularly interesting is the parents' positive support for comprehensive schooling. Indeed, they are adamant that they would not consider a private school.

"We do not want to come across as a private school. We are not a crowd of spoilt parents who are stamping our feet because we can't get our way. All we want is to be given a choice," said Mrs Ruth Howell, whose 13-year-old daughter, Lynn, is a pupil at the school.

"At present we are giving our children an education – and it is a good education. But it is not the same as them going to a proper school.

"We do not want our children to grow up as an élite. My husband and I both come from a working-class background and I want my children to mix with normal children from a variety of backgrounds to be well adjusted. But I also want them to go to a school where I know they will do well."

All five children have been offered places at Plantsbrook School, which has been created by the amalgamation of two Sutton Coldfield schools. The rebel parents believe Plantsbrook will be a success, but are resolute to let their children be part of it.

At the heart of the dispute is the question of how to reconcile l.e.a.'s responsibility to act efficiently, taking account of parents' preferences, and the rights of the individual. The parents in question believe individual choice has been flouted.

"We had a meeting with Councillor Les Byron, the education chairman, at the beginning of our campaign. We were told that 94 per cent of parents got their first choice. We were the unfortunate 6 per cent. None of us got any of our choices," another parent, Mr Robert [illegible] said.

"I feel very strongly because I originally from Iraq where we didn't have any choice over what school you were or what you could do. And 30 years later my wife and I are subjected to nearly the same in a democratic country."

The dispute has taken a personal note for Mr Geoffrey [illegible]

the retired founder head of Fairfax School who is now teaching at a makeshift school.

Some time ago he wrote to the dispute to Mr Kenneth Baker, Education Secretary. He has not received a reply. "I asked how the 1980 Education Act was being implemented at Fairfax. Section 76 of the Act says that parents must have a choice of school providing there is sufficient accommodation and if there isn't then efforts must be made to provide them.

"There is accommodation for the children entry and the l.e.a. has partly closed two classrooms. The classrooms may not be ideal, but they are adequate and safe. The important thing is that the children are learning in a stimulating environment," he said.

It is at this point that Mr [illegible] turns to the famous lines of the Civil War poet, Richard Lovelace, to reinforce his point.

"The authority says it must use its assets to its best advantage. But there is better accommodation that remains empty. My reply is that the spirit of a school that makes up the physical properties. It's really what as Lovelace's 'Stone walls do not a prison make'. The differences are that we do not have a prison at present, but we have perfectly adequate, [illegible] classrooms."

Johnson: catering expert

# Adverts in exercise books scheme alarms NUT

**by Annette Gartland**

A publishing company is planning to "saturate" British schools with free exercise books that carry advertisements.

Buckinghamshire schools sub-committee has already recommended that the company's offer of 250,000 books a year should be accepted.

But the National Union of Teachers has warned of the dangers of sending out curriculum material which contains disguised commercial propaganda.

Buckinghamshire NUT branch plans to lobby members of the county education committee on October 16 in an attempt to persuade them to reject the offer from the company, Edufax, which is based in Aylesbury.

Edufax was set up in March this year, specifically for the current venture. The company has already sent proposals to 18 counties and plans eventually to approach every education authority in the United Kingdom.

Its co-founders, Maxine Myler-Cook and Nick Taylor, emphasize that they would not accept advertisements for cigarettes or alcohol and would also refuse any which had a religious, sexual or political content. Advertisements would be limited to 12 per book and, where possible, would have some educational content. Each advert would be submitted to the local trading standards officer and chief education officer for vetting, if the county so desired.

The company envisages using adverts related to public information, like those on road safety and anti-drugs campaigns. Commercial adverts might include ones for sportswear, toys, school uniforms, computer companies or banks.

Buckinghamshire would save about £40,000 a year if it accepted the offer. However, the NUT secretary in Buckinghamshire, Mr Norman Miles, said the scheme was ill-considered and complained that teachers had not been consulted.

Ms Myler-Cook, however, said that children were subjected to advertising everywhere, on buses, breakfast television, between children's programmes and in comics. Adverts were "part of the 80s" and didn't seem to be doing children any "long-term damage".

Councils could drastically reduce their stationery costs, without detriment to staffing levels or services, she said. "There was bound to be opposition," Ms Myler-Cook added. "It's simply because the scheme is brand new."

●Strathclyde was the first educational authority in the United Kingdom to introduce advertising into school exercise books. Its scheme was launched this term.


Simon Cotton/Network

**Fungus the Bogeyman and Postman Pat (disguised pupils from North Westminster School) helped to launch the tenth Children's Book Week at the National Theatre.**

**The week has been marked by many events on the theme of "Heroes and Heroines", including hundreds of productions of a specially written play about Robin Hood. There have been exhibitions, visits by authors and illustrators and even the Blackpool illuminations have had a "bookish" theme, featuring Thomas the Tank Engine and Paddington Bear.**

# Retail chain recruits HMI to advise on training

**by Jeremy Sutcliffe**

Staff training at all shops in the Sainsbury's supermarket chain is to be "re-packaged" by a member of Her Majesty's Inspectorate.

Dr Paul Johnson, an HMI who specializes in hotel and catering work and food education, has joined the High Street retail giant on a six-month secondment.

His job will be to review the company's in-service training scheme and advise on how links between Sainsbury's and maintained further education can be improved.

Dr Johnson will write a report on the project, which will be made available to Sainsbury's and the Secretary of State for Education, Mr Kenneth Baker.

The Department of Education and Science says the move is an important project for HMI, enabling it to learn first-hand about the education and training needs of a major retail company. It is hoped that Mr Johnson's secondment will help Sainsbury's plan its education and training courses, making the fullest use of FE and higher education services.

Mr Angus Clark, Sainsbury's personnel director, said: "Traditionally it has been difficult for a business such as ours to make use of the national asset of further education.

"Understanding and analysing the problem could produce potential solutions which would benefit not only Sainsbury's but also many companies within the service sector, as well as having an impact on FE itself."

## PEARLS OF WISDOM, SPARKS OF TRUTH, FLASHES OF WIT AND THE LETTER Q

*"It's incredible how someone who's such a fat slob can write so tenderly." MARK WALLINGTON ON CLIVE JAMES*

*"About as intimate as a correspondence course in company law..." ON PEABO BRYSON*

*"Without in any way wishing to disparage the creative efforts of Noseflutes, from Worcestershire, it must be said that their astringent potion of punk rock played backwards rapidly palls." ON NOSEFLUTES*

*"Their new single Live And Die stands out like a sherry drinker in the Pig and Firkin." ON OMD*

*"We were going to form a group called Hair, Nose & Teeth once." ROD STEWART ON ELTON JOHN AND FREDDIE MERCURY*

*"You get all this horrible stuff written in green ink by somebody who grips the pen with both hands." BARRY NORMAN ON HATE MAIL*

*"Every pop musician is a thief and a magpie. No music really belongs to anybody. I'll use any bloody music. I don't have respect in that sense." ELVIS COSTELLO*

*"Actually taking a sound off someone's record and putting it onto another, to me that is theft." GEORGE MICHAEL*

*"I did order a trained vulture for the movie, but it didn't arrive." ALEX COX ON STRAIGHT TO HELL*

*"It'll cost you £50 a week or more, but it's worth it to be able to answer the question, 'It's a terrible line; where are you calling from?' with the words 'The M25', or to deliberately ex-communicate tiresome callers by steering for the nearest tunnel." ON CAR PHONES*

*"If I'd been managing The Beatles, I'd have told them instead of playing Shea Stadium, let's do a week of dates in the field where Buddy Holly's plane crashed." BILL DRUMMOND, EX-MANAGER OF ECHO & THE BUNNYMEN*

*"What is nouvelle cuisine anyway?" PEDRO GILL OF FRANKIE GOES TO HOLLYWOOD*

*"Being a blues singer is like being black two times." B.B.KING*

*"A florid, mid-tempo rock thing which even Roy Hattersley's tailor couldn't camouflage." ON TWO MINDS CRACK*

*"When Rupert Murdoch, Richard Branson and Saatchi and Saatchi announce that they want to change your life, you can be sure that it is not the health of your annual pre-tax profits that is uppermost in their minds." ON SATELLITE TV*

*"Classy background music for late night mini-cab drivers." ON LOOSE ENDS*

*"Joe Strummer went to great lengths to live out his role. This extended to wearing his costume night and day for a month and sleeping on the set in the back of an old American Ford." ON STRAIGHT TO HELL*


*"Some very bleak tales of love, death and the American motorway system." ON ALAN VEGA OF SUICIDE*

*"Rather like the battered one-eared teddy bear at the bottom of the toy box that everyone's tired of playing with." ON NICK HEYWARD*

*"The Chrissie Hynde Story is not a pretty picture." CHRISSIE HYNDE*

*"No one on a movie screen can ever have looked quite as convincingly soaked to the skin as Jeremy Irons does, lost somewhere in the jungle at the start of the film." ON THE MISSION*

*"Despite Larry Blackmon's penchant for S&M lyrics and Baddus Muthafusticus posturing, Cameo are the slickest thing out." ON CAMEO*

*"If you get a bunch of actors together you've got a group of narcissi beating each other to death." BARRY NORMAN*

*"Q magazine is the modern guide to music and more. This month's issue is available at your newsagents now." DAVID HEPWORTH*

OVER 100 LP's REVIEWED AND RATED.

# Haringey to make 'anti-heterosexist' lesson guidelines

by Jeremy Sutcliffe

A curriculum working party has been set up by Haringey education authority to establish guidelines for teaching "anti-heterosexist approaches" in schools.

Councillors also decided at an education committee meeting last week to set up a "consultation forum" to take in views from the London borough's parents, teachers, and gay community.

The committee agreed the measures after receiving a report on the teaching of "positive images" of homosexuals, in line with an election pledge made by the ruling Labour group in May.

The meeting was lobbied by parents, who are campaigning against the implementation of the commitment, and by rival groups who are supporting the council. There were several angry exchanges and scuffles outside the council chamber before the meeting, and later in the public gallery.

Mrs Audrey O'Dell, chairman of the Tottenham Parents Group and secretary of Haringey Parent Teachers' Association, condemned the decision to set up the working party, and said parents were sceptical that the forum would represent the views of ordinary parents.

"I think this should be put out to public consultation," she said.

About a dozen church leaders from Haringey handed in a letter, protesting against the plan. Mr Tony Mason, the minister of the Muswell Hill Baptist Church, who organized the protest, said the plan would present homosexuality as acceptable and normal – which was against Christian teaching.

"In giving positive images of gays to school children, there is a danger of encouraging children who go through a homosexual phase to become permanently homosexual."

Opposition to the plan has been joined by a Labour education committee member, Mrs Eileen Garwood. She is a former chairman of the schools sub-committee and a member of several Haringey governing bodies.

She said: "I am totally against including this in the curriculum. If two consenting adults want to go off together I do not object. I do not believe that any homosexual should be denied a job provided they have a qualification.

"But I think that before it is included in the curriculum it needs to be looked at very carefully," she said.

National Union of Teachers' members in Haringey have expressed support for the council's "positive images" teaching policy, but heads and leaders of other unions have expressed doubts about its practicality.

It is still not clear what form "anti-heterosexist" teaching would take if the council decided to go ahead with the plan. But a document on the subject drawn up by the women's group of Haringey Labour Party may give a clue.

This says: "Heterosexuality is not biologically built into us like hunger – we are not all born heterosexual. We are all born with a sexuality. That most people express their sexuality heterosexually rather than homosexually is because we are socially conditioned to do so."

Taking issue: activists tussle at Haringey civic centre

Henry Jacobs

# Left accused of gay bias

by Barry Hugill

**Public funds are used by left-wing local authorities to promote homosexuality among children and young people, according to a booklet published this week.**

**In *Gay Lessons*, Miss Rachel Tingle, a former researcher for Mr David Howell, the Conservative MP for Guildford, claims that the offenders are the Inner London Education Authority, Manchester and Liverpool.**

**Miss Tingle warns: "It is to be expected that a greater emphasis on homosexuality in sex education may result in more practising homosexuals."**

**She accuses the National Union of Teachers, the National Association of Teachers in Higher and Further Education and the National Youth Bureau of participating in a campaign to promote homosexuality.**

**A large part of the booklet is devoted to an attack on the ILEA, where "pressure groups have initiated policies against 'heterosexism' which are being zealously put into practice."**

**Miss Tingle says that the teaching materials promoted by some local authorities "do not show the other side of the gay picture."**

**Pupils should know about the "extraordinarily high rates of promiscuity among male homosexuals, the possibility of contracting AIDS and so on," she says.**

**She singles out for criticism a video listed in the ILEA *Anti-sexist Resources Guide* called *Frankie Youth: Revenge of the Teenage Perverts*.**

**It is "a clever and persuasive video designed to make 'straight society' look aggressive and hard," she says.**

# Exam c[illegible] monitor[illegible] by DE[illegible]

by Sue Surka[illegible]

The Department of Edu[illegible] Science is expected to lo[illegible] authority financing of G[illegible] Certificate of Secondary E[illegible] The move follows a meeting between Mrs Angela Rum[illegible] ter of State, and the Nationa[illegible] tion of Head Teachers.

The NAHT presented a [illegible] ducted by branch secretar[illegible] showed that local authori[illegible] providing "well under half" [illegible] million the Government [illegible] would spend on the examin[illegible]

The union arrived at its [illegible] by taking the amount of m[illegible] cated to each authority and [illegible] out the percentage each recei[illegible] department's £15 million [illegible] books and equipment.

By applying these percentag[illegible] £40 million, it was able to [illegible] national figure that each l.e.a. [illegible] be approaching.

It found that out of 47 l.e.a[illegible] Clwyd, Leeds, Salford and [illegible] had put forward no funds at [illegible] vehemently denies this. Six l.e.a[illegible] provided less than 15 per cent [illegible] 16, including Kent and Wind[illegible] put forward less than 30 per [illegible]

Those l.e.a.s committing [illegible] were the London boroughs [illegible] bridge and Kingston-upon-Th[illegible]

Mr David Hart, general se[illegible] the NAHT, described the [illegible] positive. Mrs Rumbold is [illegible] the onus was on the DES [illegible] what was happening and [illegible] NAHT. A DES spokesman [illegible] that monitoring the implem[illegible] GCSE and its resourcing [illegible] time.

The NAHT survey was [illegible] the Education Secretary's [illegible] fully that £70 million would [illegible] GCSE this year.

The survey results have [illegible] reception. A spokesman for [illegible] l.e.a. said the ruling group [illegible] allocated any extra funds [illegible] this year because they had [illegible] teacher union calls for the [illegible] deferred. But the l.e.a. [illegible] enough money to qualify for [illegible] ment assistance, had increas[illegible] tion by five per cent and [illegible] substantial amounts in spe[illegible] cice facilities.

Mr Peter Daly, Wiltshire [illegible] director for schools, said his [illegible] boosted capitation by 15 per [illegible] was matching the amount [illegible] through the DES and MSC. [illegible] be interested to know when [illegible] their figures from," he added.

Mr Peter Coles, Kent's deputy [illegible] education officer, feared the [illegible] ignored a last-minute l.e.a. [illegible] increase funds. The county had [illegible] cated £½ million more than [illegible] ary to qualify for Government [illegible]

Meanwhile, the Education [illegible] ary has asked the Secondary Examinations Council to ensure rapid [illegible] ment of simple GCSE grades [illegible] so that trial examinations can [illegible] in some subjects in the summer [illegible] 1989.

# Head's future in the balance

by Julia Hagedorn

The head at the centre of a row over his school's teaching styles is awaiting the outcome of an inquiry which could recommend his dismissal.

Mr Brian Dugan, 40, has been head of St Jude's Church of England primary school in Southwark, London, for the past six years.

Supporters say Mr Dugan has turned it from a run-down inner-city primary on the brink of closure to a highly successful establishment where nine children have won scholarships to public schools and there are now three children waiting for every spare place.

But a confidential report by a team of Inner London Education Authority inspectors written after an initial visit in 1983 expressed serious concern.

Among the criticisms were that:

- Children with special needs were ignored – including one with writing and concentration problems who was left at the back of a class;
- Mr Dugan had lost the support and loyalty of his staff;
- He taught a select group of children while leaving others to their own devices;
- His style of leadership, absence of policy and unsatisfactory pattern of organization had disrupted the school.

One entire year of records for one class was apparently missing.

The inspectors paid a return visit last year when they found that Mr Dugan had ignored their advice on changes.

Under the constitution of a voluntary-aided school, the head is employed by the governors. They asked Southwark diocesan board to hold an inquiry into the allegations. Meanwhile, under chairman's action, Mr Dugan was suspended 10 days before the end of last term.

At a full meeting of the governing body two weeks ago, Mr Dugan was reinstated pending the tribunal's findings. It is understood that there is a balance of those for and against Mr Dugan on the governing body.

He has not been back to his school since his reinstatement and is rumoured to be thinking of returning to his native Australia.

The tribunal finished taking evidence on September 24 and its recommendations will be made in two or three weeks to the governing body. If it recommends dismissal, this decision would have to be ratified by the ILEA.

In this speech to the Conservative Party conference on Tuesday, Mr Kenneth Baker referred to the case, saying: "In Labour ILEA, a headteacher has been suspended because he taught his children to strive for academic excellence, to win scholarships, and to play cricket."

# Labour borough urged to end job advert ban

by James Meikle

The London borough of Hounslow is being urged to lift its ban on advertising jobs in *The TES* following a big fall in the number of teachers seeking posts in local schools.

Advertisements for two headships of infant schools have brought just one applicant each – the same teacher – instead of the 12 to 15 normal for such posts.

Only four or five candidates, almost all from within the borough, are seeking deputy headships of primary schools. Twenty applications would be more usual.

The second master or mistress post at a secondary school has attracted 10 applicants rather than the 50 anticipated.

Attitudes appointed will [illegible]

Labour-controlled authority to lift the advertising ban at a council meeting on Tuesday. It was imposed because *The TES* is part of News International, which dismissed 5,000 printworkers when moving print work to Wapping.

The supplement is printed under contract at Northampton by members of the National Graphical Association, one of the unions involved in the Wapping dispute.

The local Alliance leader, Mr Jim Daly, said: "If qualified teachers are prevented from knowing about vacancies in Hounslow schools, then local parents should know who is at fault. Parents will be very angry that their children are being used in an industrial dispute that is nothing to do with the borough."

# SDP supports independents

**The future of Britain's independent schools would be safe with the Social Democratic Party, a prospective parliamentary candidate said last weekend.**

**Mr Mike Bruce, who is set to contest Dartford, Kent, and is a member of the SDP's higher education working party, told Assistant Masters and Mistresses Association representatives at the annual independent schools conference in London that the state system needed a healthy challenge and stimulus.**

**"The independent schools are safe with us," he said.**

**Mr Bruce attracted opposition from his audience when he attacked the Assisted Places Scheme for creaming the most able pupils. He said: "Schools of any kind are at their most effective when they contain the full ability range. It is a slur on the state schools to [illegible] that they can't."**

# Librarians' resource pl[illegible]

Librarians say the Government [illegible] local authorities must spend [illegible] school and college services to [illegible] the GCSE's success.

A Library Association [illegible] party claims that teacher training [illegible] book provision have been [illegible] priorities for the new exam.

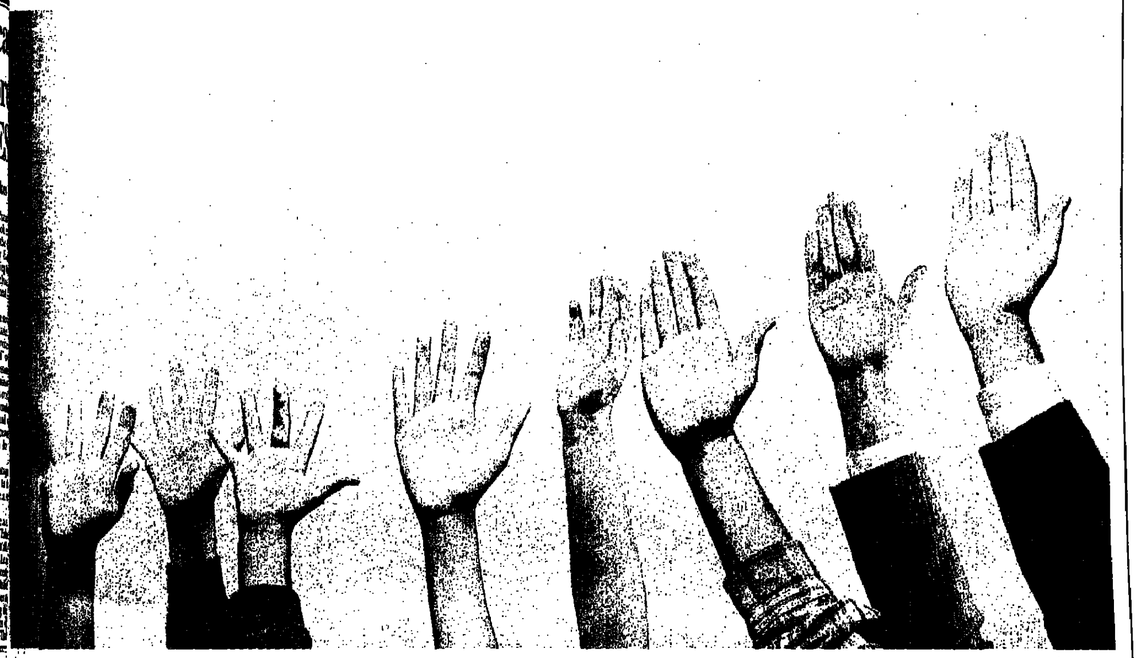
But to support the work of [illegible] GCSE properly, additional resources would be required for extra [illegible] in-service training and [illegible] sion – "and in some cases [illegible] accommodation, equipment and [illegible] port."

The working party advises [illegible] authorities to consider [illegible] need using the standards [illegible] guidelines published in 1977 and [illegible]









Secretary of State outlines plans for new technology colleges and foresees a shift in school power

# Baker's course to put governors at the helm

**Parent and governor power was the theme of Mr Kenneth Baker's speech to the Conservative Party conference on Tuesday afternoon.**

**In future the governors alone will decide what, if any, sex education a school should offer.**

**And it will be up to the governors to decide whether the school should allow particular parents to withdraw their children from sex education lessons.**

**A network of 20 city technology colleges (CTCs), funded by the Government, business and industry, will be introduced by the Conservatives if they secure a third term of office.**

**The CTCs, the first of which will open in 1988, will offer hope to young people and their parents, said Mr Baker. The inner-city schools will be non-selective and cater for boys and girls, not necessarily of great academic ability but with a desire to learn. They will not be grammar schools and will not, Mr Baker stressed, be a step back to the 11-plus.**

**The Secretary of State was loudly cheered when he announced that they would be independent schools although pupils would not pay fees. They will be totally free of l.e.a. control and influence.**

**They will offer a curriculum with a strong emphasis on technological, scientific and practical work, business studies and design.**

**The key to a successful school is the head, said Mr Baker. For that reason he is determined that in future more power should go to heads and to governors, including greater control over budgets.**

The following is taken from his address:

"While socialists see education as a means of social engineering, we see education as a springboard for individualism, opportunity and liberty. By creating opportunities for the child it confers freedom of choice and action for the young adult. For us, education must fulfil the individual's potential, not stifle it in the name of egalitarianism.

"Education can no longer be led by the producers – by the academic theorists, the administrators or even the teachers' unions. Education must be shaped by the users – by what is good for the individual child and what hopes are held by their parents.

"Many people have no idea how decentralized is our system of education. I get just as frustrated as parents when I read that this or that school is short of textbooks, or needs a coat of paint. And the reason I get so frustrated is because it is the local authority, not the Secretary of State, who decides whether money will or won't be made available for those books or for that paint. My privilege is largely restricted to picking up the bills which other people run up.

"It is crucial for parents to understand where power in the education system lies rather than go on believing that if only the Education Secretary waved a wand then all would be well. . .

". . .Our Education Bill radically changes the composition of school governing bodies. It gives these bodies new powers and responsibilities. We will end the dominance of the local authority and its political appointees. It will no longer be possible for local authorities to foist a headteacher on a school against the wishes of the governors.

"There will be more parent governors elected by all the parents. But now it's up to people all over the country and to you, your friends and neighbours to respond by coming forward as governors to assume greater responsibility.

"Our Education Bill also lays down that sex education should be set in a moral framework which emphasizes loving relationships and the value of family life.

"Our schools offer sex education because that is part of their job in helping children to become responsible adults. To allow parents an absolute right to withdraw their children from sex education would be a bad precedent and difficult to administer. But I recognize that parents are rightly concerned when sex education uses unsuitable books and methods.

"So I intend to strengthen the safeguards in the Education Bill. Control over sex education will be removed from teachers and local authorities and given to the new-style governing bodies which will have more parents on them and be answerable to an annual parents' meeting. The governing body will decide what, if any, sort of sex education the school should offer, and whether the school should allow particular parents to withdraw their children from particular sex education lessons.

"The teachers' pay dispute is still not resolved. The Government's position is clear. We believe good teachers should be better paid. We believe parents and pupils are entitled to high quality and uninterrupted education.

**'. . . parents are rightly concerned when sex education uses unsuitable books'**

"That is why we want to see a contract setting out the obligations of the teachers, agreement on the cover teachers provide for absent colleagues and more rewards for good performance. So this issue is not just about pay – it's about performance as well. I fully recognize there are many good teachers, dedicated and devoted to their profession. That is why we are ready to help finance a pay deal that will secure these aims, within what the country can afford. . .

"If there is a good headmaster or a good headmistress then the school will be good. That is why I want to see more power given to the headteachers. I want to see them together with their governing bodies controlling more of the money spent in their schools.

"I want to see headteachers win back the standing and place they had in society 50 years ago. They are special people, they are leaders, they have a unique position to influence the lives of generations of young people. Thankfully we have many thousands of very good ones. . .

"Just reflect for a moment what would happen to education under Labour. Last week in Labour Brent a Conservative councillor, when an interview with a black candidate was running two hours late, looked at her watch and shuffled her papers. She was accused of 'racist body-language'. In Labour ILEA a headteacher has been suspended because he taught his children to strive for academic excellence, to win scholarships, and to play cricket. In Labour Haringey the socialist chairman of a governing body was reported as saying he would not offer a teaching job to a Christian.

"This is the sort of pressure that parents, governors, teachers and Conservative councillors have to face all the time. It's nothing to do with education. It is bigotry masquerading as equality, and intolerance masquerading as freedom. This is not a tiny minority of fantatics and cranks. It is Mr Kinnock's supporters applying Labour education policy.

"At their Blackpool conference last week the Labour Party voted to end all grammar schools, to take over all independent schools, abolish all sixth forms, and scrap exams. They are the great destroyers. The future of our children is not safe in their hands. Where Labour is in power it isn't sweet-smelling roses. To paraphrase Shakespeare: 'Roses that fester smell far worse than weeds'.

"Our Conservative approach is different. Quality is at the top of our list. We must lever up the standards. We must broaden opportunity. We must give confidence to our young people to make their own way through life.

"First, education for the under-fives. There is a higher proportion of three and four-year-olds in nursery education than ever before – up from 39 per cent in 1979 to 43 per cent this year.

"Second, primary schools. We're spending 18 per cent more on each child in primary schools than in 1979. These youngsters are the microchip generation. But they must leave at 11 being able to read and to write and to speak English properly. Last week I announced an increase in primary teacher training of 20 per cent over the next three years.

"Third, secondary schools. Some are very good. But many, particularly in our towns and cities, are letting the children down. Many 14 and 15-year-olds find school boring and irrelevant. They play truant, they bunk off. Last week Her Majesty's Inspectors reported that a school in Brixton had a truancy rate of up to 50 per cent. This won't do. We must capture the interest and imagination of children and show them that education is worthwhile.

"Fourth, pupil-teacher ratios. This year the pupil-teacher ratio is the lowest ever, 17.6:1. Next year my aim is that this figure will be even lower.

"Fifth, higher education. There are now more students in HE than ever before – 130,000 more than 1979. The proportion of 18 and 19-year-olds entering HE has increased from 12 to 14 per cent, and I aim to increase this even further.

**'I want to see headteachers win back the standing they had 50 years ago'**

"In particular take pride in our polytechnics. The number of first-class degrees awarded this year in our polytechnics increased by 20 per cent and last month I agreed that an extra £54 million should be made available for the polytechnics and colleges for the next year – an increase of 8 per cent.

"It is in our cities that the education system faces its greatest challenges. Many parents, despite the pressures of daily living, want the best for their children. It is the task of our Government to meet those aspirations.

". . .I have therefore decided, with the enthusiastic backing of the Prime Minister and my colleagues, to launch a pilot network of new schools in urban areas, including the disadvantaged inner cities. These will be called *city technology colleges*. They will widen parental choice in the urban areas covered by the network. They will increase the range and quality of education in areas where it is needed.

"CTCs will have three key features:

☐ they will be for 11 to 18-year-olds and the education will be for all;

☐ they will be government-funded independent schools run by charitable trusts, and not part of the local education authority;

☐ they will be financed by a partnership of government with private sector interests making a substantial contribution towards the costs;

☐ they will offer a curriculum with a strong emphasis on technical, scientific and practical, business studies and design.

☐ they will seek to develop qualities of enterprise, self-reliance, responsibility, and secondly, to develop possible standards of achievement.

"I am planning initially to establish a network of around 20 CTCs, starting with 750 to 1,000 pupils. I am convinced that girls and boys of all abilities and backgrounds will benefit from this type of education which CTCs will provide. Next week I will be publishing a booklet with fuller details for those wishing potential promoters to get on with with proposals. I expect the first CTC will open for business in 1988.

"This exciting initiative offers new opportunities. These schools offer hope to many young people and their parents. This is a partnership. It points the way forward.

"I also want to see:

☐ basic elements of education, the three Rs, restored to their rightful place in the curriculum;

☐ children taught to respect others in a moral and disciplined fashion;

☐ children of our inner cities presented with challenge, not condemned to mediocrity by Labour dogma;

☐ girls getting an even better share of new technologies;

☐ more young people going into further education and training because industry is going to need them;

☐ more young people staying on in college because I believe that an educated nation is a more prosperous nation.

"In that better future I will be with parents and teachers joining together, joining you, in fighting for standards, in fighting for standards.





# A smooth operator who could be on line for No 10

**Barry Hugill on the reaction to Kenneth Baker's Conservative conference speech**

Just over 44 per cent of voters believe that Kenneth Baker would make a better Prime Minister than Mrs Thatcher, according to a Marplan opinion poll taken last week. After Monday afternoon's speech that figure may well have risen.

Not that Mrs Thatcher need worry too much. It's not the voters who pick a Tory party leader but MPs, and the poll confirms that among them she has an overwhelming lead.

Until Monday Mr Baker was thought of by most MPs as a smooth operator who fancied his chances of Number 10 following the demise of whoever follows the current occupant. The next PM but one so to speak.

Mr Baker's weaknesses are that he is too good on television, which MPs who are not, or never get asked, don't like. And politically he is a bit of a wet, which is still a handicap in the leadership stakes.

But Monday's performance won him friends in the strangest of places.

In the course of his 35-minute peroration he won over Selsdon Man in the shape of Michael Forsythe, the slight but hard Tory MP who likes to think of himself as the conscience of the Tory Right, and Dimitri Argyropulo, the sometime-*TES* columnist and aspirant Conservative MP who makes Shirley Williams look distinctly reactionary.

It was a superb political performance. To Mr Forsythe and his friends in the "save our schools campaign" he pledged unyielding support for the much-loved village school. And as far as Mr Argyropulo is concerned he kicked vouchers, open enrolment, the 11-plus and other eccentricities firmly into touch.

In short, Mr Baker had something for everyone. And they loved it. Sir Keith never gave anyone anything.

There were grumbles that vouchers yet again had been dismissed – Mr Baker didn't mention them once – unlike some speakers from the floor who had received great cheers. And most Tories still have a soft spot for the grammar schools, skilfully exploited by the Minister with a below-the-belt reference to poor Mrs Williams "one of the great destroyers of these schools".

Destroyer she may have been but Mr Baker has no intention of repairing the damage. Forget all the stories in the newspapers – grammar schools are definitely not on the agenda.

But Mr Baker is. The Marplan poll showed that he had little support as a successor to Mrs Thatcher among his colleagues in the House. If he continues to please the wets while appeasing the drys as he did on Monday the next poll could tell a different tale.

The Education Secretary won a standing ovation

## DIARY

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### Dropping bricks

With luck, Bob Dunn has a better memory for faces than his former boss Sir Keith Joseph. The man in charge of the nation's schools is off to Bradford next week and will be meeting the likes of Eric Pickles, now deputy leader of the Tories and a former chairman of Bradford's education committee. As Sir Keith is MP of a neighbouring constituency, Pickles has encountered him on numerous occasions during the past 20 years. "But he never remembers me," he said. So one day at a formal gathering Sir Keith shook hands yet again and yet again asked what he did. Pickles thought to himself: "I am a bit fed up with this and the man is obsessed with occupations." So he said: "What do you do – I mean in real life?" Pause. Sir Keith replied: "I suppose I was a builder." "Were you a good builder?" Pause. "No. I don't think I was." "Is that why you became a politician." Longer pause. "Perhaps it was."

### Party hopefuls

Education proved so popular that 67 representatives (Tories don't have delegates) wanted to speak in Tuesday's debate. Only nine were chosen, most of them prospective parliamentary candidates – and Ambrosine Neil, the Tories' favourite ethnic minority, whom the platform informed us, is on the look out for a seat. Any offers?

### Sleeping partners

Politics makes strange bedfellows. What do Italian socialists and the Tory Right have in common? Both think that education vouchers are a good thing. The right-wing Institute of Economic Affairs warned Tories in its journal, published on the eve of the conference, that they might not have the monopoly on this loony idea. If the deputy leader of the Italian Socialist Party thought vouchers were a good idea, other political parties might espouse the cause. It might have saved the ink. Kenneth Baker skilfully avoided even mentioning vouchers in his reply to the education debate.

Another decidedly dry organization, the National Council for Educational Standards, informs us that it is holding a meeting later next month. Platform speakers include people known for their educated views: Rhodes Boyson and Brian Cox. Also David Hart, general secretary of the National Association of Head Teachers.

### Tough speaking

Overheard in bar: "I tell you one thing: there's more politics going on in universities than in my line of business. And look at the teachers – they are tough, even ruthless." The speaker was Anthony Beaumont-Dark, MP for Birmingham Selly Oak. Given his kind of maverick politics, this was probably a compliment.

### No free time

Jonathan Savery, the teacher at the centre of a race row, was refused time off by Avon County Council to attend the Freedom Association fringe meeting. Earlier this year he kept his job with the Multi-Cultural Education Centre after a disciplinary hearing rejected claims that his *Salisbury Review* article was racist. He promised the council he wouldn't embarrass them by referring to the case but perhaps they will be more embarrassed by barring him?

**Acronym**

NEWS

**THE MAIN INQUIRY**

**James Meikle analyses the Main Committee's report on Scottish teachers' pay, and its implications for the Coventry package for England to Wales**

# A package deal that cannot be split up

Sir Peter Main is pleased with the initial response to his Committee's report and is glad that most interested parties were reluctant to make judgements before reading the small print of the proposals. Where there was doubt, it could be ascribed either to the complexity of the material or to lack of success by the Committee in expressing their ideas.

For example, the Committee's use of the terms "notional working week" and "standard week" had caused puzzlement. "I would not want teachers to get the impression that we are asking them to work longer hours," he said. "There is no increase implied in establishing the 35-hour-week."

He was sorry to have heard a primary teacher complaining in a radio phone-in about the fact that secondary teachers would still be paid £400 more at the top of the scale. "We took the view that a pay distinction, although small, should still be made since the secondary teacher has the responsibility of preparing for external examinations." Meeting Sir Peter at his home at Dulnain Bridge, close to the River Spey, he was relaxed after his exertions, and happy to talk about the problems the Committee had faced.

The most difficult problem? "I personally found the conditions of service aspect the most difficult. Describing the professional role of a teacher was also tricky. As for pay, once we had established a base by comparison with other graduate jobs, we had to look at the scales and salaries which emerged, and do a lot of adjusting until they looked right."

We talked of the emphasis in the report – and on the areas only roughly sketched in. "We spent a lot of time and space in the report on the headteacher, and that is an area where already there has been adverse criticism. But we asked ourselves where the heart of good management lay, and "we decided it lay principally with the headteacher. If he or she were to accept a statement of duties in their contract, then that might persuade other teachers to show less objection to it." The independent pay and conditions review body, Sir Peter believed, would pose problems for unions. Government and local authorities since all would be surrendering autonomy. But the unions will realize the benefits of being a group not employed directly by the state to the review body, and I would hope that the Government would honour its recommendations."

Sir Peter talked of a visit he had made to a two teacher primary where he had been struck by the "dutiful way in which the teachers found themselves making time for us while tending to their duties as a primary teacher's job in perspective."

His final words were on the package of proposals. Returning to the key recommendations, he said that they had to be accepted together. "I don't think the Government can pick and choose among them any more than the unions can."

# NUT to campaign for improved salary deal

The National Union of Teachers wants to change the pay package agreed in outline with employers in England and Wales.

The union is pressing for a far-faster switch to a new salary structure and wants to reduce the length of time taken to get on top of the proposed Main Professional Grade. This would add considerably to the costs of the package.

The pressure for improvements is bolstered by the publication of the Main inquiry recommendations for Scotland which say pay rises averaging 16.4 per cent ought to be awarded from October 1 and a new pay structure should be in place by February.

The pay and structure package being negotiated in England and Wales will take five years to implement for most teachers and substantially longer for some.

The Main recommendations are likely to stiffen the resolve of union leaders in England and Wales to press for more staff to get principal teachers' allowances. Heads and deputies will also point to the Scottish example in an effort to get their proposed salaries and differentials increased.

Yet as Main threatened to put a further strain on progress in the English and Welsh negotiations, teachers and employers were keen to stress that the Coventry plans held out a better long-term future for staff than the proposals for Scotland.

The employers' leader, Mr John Pearman, said the Main proposals "give the lie to those who say Coventry was a sell out". Main says its pay recommendations should last to April 1988 – while another pay claim for England and Wales is due for next year.

Main also sets a lower maximum on salaries for teachers on the basic grades, pays less to long-serving primary teachers and secondary staff with similar service maximum: £12,500 compared with £12,900.

The English and Welsh package allows for all teachers to reach a £14,500 ceiling.

Its supporters also extol the virtue of its collegiate approach against a more hierarchical structure and new posts suggested for Scotland, although they recognize that the Government may be more attracted by Main.

But the greatest fear of the three biggest unions south of the Border is that ministers will want to set up an independent pay review body to replace negotiating committees, along the lines recommended by Main, and go for two-year settlements.

The National Association of Schoolmasters/Union of Women Teachers, which is refusing to back, even in principle, the package in England and Wales, said comparing Main and the alternative was like comparing "a disaster with a tragedy".

Mr Fred Smithies, the NAS/UWT general secretary, said: "The idea of teachers agreeing to be trendsetters in accepting biennial pay settlements is totally objectionable. If such a trend is to be established, let it come to public-sector workers from the example of workers in the private sector."

The union aims to take the matter up with the Trades Union Congress and the Scottish TUC.

Other unions warned that the Government was not compelled to honour pay recommendations from independent bodies, and said it had not honoured fully recommendations on nurses' pay.

Mr Peter Smith, the deputy general secretary of the Assistant Masters and Mistresses Association, said: "At the very time that people are coming to the negotiating table and are prepared to trade, you should not chop up the table. That would be extremely foolish."

The unions in England and Wales are also wary of proposals in Main to give more power to heads. They recognize that the lack of governing bodies in Scotland creates a different situation in schools, but have warned the suggested right of veto over appointments could herald a new system of hidden patronage.

Mr Peter Dawson, the general secretary of the Professional Association of Teachers, while he was not sure whether heads among his members would want such control, said: "The commonest complaint is that they have to assume more and more responsibility with less and less power."

Mr David Hart, the general secretary of the National Association of Head Teachers, also said salaries might not seem attractive in English context. But he said pressure for heads and deputies for more money more quickly than present suggested by the 16% Agreement signed at Cumbernauld.

Mr Doug McAvoy, the NUT deputy general secretary, said: "Teachers had to decide for themselves what they wanted after Cumbernauld."

He added: "They have to make their own minds up. I wouldn't accept pay levels for classroom teachers. I wouldn't accept the median for teachers who are presently depending to £14,500. I would be worsening conditions of service. I wouldn't accept the conception of teacher position which seems to depend on appraisal.

"I wouldn't accept the restrictive negotiating machinery and its replacement by an independent review body whose recommendations the Government could decide to apply or not to apply."

Willis Pet


The Scottish pay action has lasted two years

# DES stays on the fence

The Department of Education and Science emphasized this week it did not want to interfere in the pay and conditions talks for England and Wales.

The publication of the Main Report has heightened speculation that the Government might seek a similar "deal" south of the border – despite the fact that ministers have still not decided whether to accept its results.

Acceptance of Main would increase pressure to offer the same to English and Welsh teachers in a package that would be expensive at first but would not have the same long-term costs as the structure proposed at Coventry in July.

But DES ministers do not want to scupper those proposals – despite their reservations – before they have been presented to them. Failure by management and unions to achieve substantial further progress by the end of another residential meeting in the Midlands in early November, and the reported anxiety of the Prime Minister for peace in the schools, may change their minds.

## Coventry proposals / Main recommendations

| | Coventry proposals | Main recommendations |
|---|---|---|
| Teaching force | 400 000 | 50 000 |
| Restructuring | 5 years or more | By February 1987 |
| Next pay award | January 1 1987 £750 | April 1 1988 |
| Cost of proposal | £2.4 billion. Annual cost – 1986/7, £364.2 million (including 5.7 per cent increase on April 1, 1986); 1987/8, £351.4 million; 1988/9, £462.8 million; 1989/90, £570.2 million; 1990/91 £654.4 million | 1986/7 £90 million (excludes 5.5 per cent increase on April 1 1986); 1987/8, £161 million |
| Grades and salary structure | Entry Grade £7,800 first year, £8,000 second year. Main Professional Grade – salaries ranging from £8,600 to £14,500 with annual increments of £400 a year, rising to £500. Twelve years from bottom to top of grade. Principal Teachers – at least 15 per cent of all teachers, receiving payments of £750 or £2,000 in extra allowances. Heads and Deputies – heads from £15,500 to £28,600, deputies from £14,750 to £21,250. Still to be resolved – position of special school teachers. Employers considering averaging of special payments, averaging about £1,000 to £1,500 staff. Exact number of Principal Teachers. Entry salaries equal entry grade. Heads and deputies also want increases in allowances. Employers likely only to consider main grade improvements. Largest increases, in some cases more than 40 per cent over 10 years, go to the lowest paid teachers. Overall increase for entire staff from 7.6 per cent | Basic scale of 10 points for all teachers, ranging from £7,600 to £12,500 for primary teachers, £12,900 for secondary teachers. Suggested new grade of Senior Teacher for both primary and secondary schools involving 8 per cent of teachers over three years. Estimated cost £8 million. Recommended salary £14,500. Assistant Principal Teacher, in secondary schools £12,700 to £14,500. Principal Teacher (secondary), £16,000 to £17,500. Assistant Headteacher, £15,500 to £16,500 in secondary schools. Deputy Headteacher, £16,500 to £19,000 in secondary schools (only in schools over 300 pupils). Headteacher (primary) £16,000 to £20,000. Heads (secondary) £19,000 to £28,000. The average of 16.4 per cent pay increase is equivalent to a rise of 7.6 per cent per year for a number of teachers. Some teachers have received a rise of 7.6 per cent. Replacement and upgrading of all promoted posts. Key points. |



# Plagued by misbehaviour and short of resources

Key statements from the report include:

"The burden of maintaining discipline has . . . increased sharply following the abandonment of corporal punishment by many schools in 1982 . . . We have little doubt that standards of behaviour have declined, and we must record the extent and depth of feeling among teaching staff that they do not receive the support of parents or authorities that they should expect."

". . . We urge a greater decentralization of authority to schools, an enhancement of the status of the headteacher and a system of promotion and appointment procedures that ensure advancement on the basis of professional merit, openly and objectively assessed . . . We advocate a determined drive to improve the environment in which teachers work, by the provision of more resources – even if that means more school closures so that the savings can be used to the benefit of other schools."

"We understand quite clearly the Government's firm resolve to maintain control over public expenditure and their commitment to reduce the proportion of national income that is accounted for by public expenditure. Equally, we recognize that the Government's plans have never been immutable, either for the total or the distribution of public expenditure among services . . ."

A collegiate type of management structure, as seemed to be indicated by the Heads of Agreement for teachers in England and Wales, "would not be in the interests of Scottish education . . . It would make little contribution, for example, to the retention and motivation of teachers."

"By any standards these are generous recommendations, especially when judged against rates of inflation far below those pertaining at the time of the Houghton and Clegg awards."

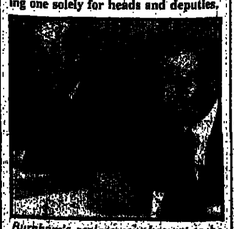
# Need for new negotiating committee

The "fundamentally flawed" joint negotiating committee for pay and conditions should be replaced by a review body of up to five independent people, appointed by the Secretary of State for Scotland, which would report every two years, says the Main Report.

The Secretary of State could amend findings "in the light of what he considered could be afforded" but the Government would find it difficult to override an independent body whose recommendations commanded public respect.

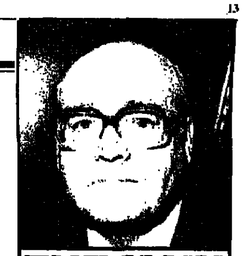
Teachers and employers in England and Wales have still to agree on a replacement for the statutory Burnham pay negotiating committee and the non-statutory Council of Local Education Authorities' school conditions body.

The National Association of Head Teachers has put forward proposals for a committee for both pay and conditions with four separate standing committees with delegated powers, including one solely for heads and deputies.



*Burnham's replacement has yet to be agreed.*

# Report stresses flaws in present conditions package



**THE MAIN INQUIRY**

The Main Report says pay rises averaging 16.4 per cent ought to be awarded to Scottish teachers from October 1, and that a new pay structure should be in place by February. It recommends a review of staffing standards in schools and says the lack of a limit on the time a teacher spends covering for absent colleagues is a flaw in present conditions of service.

The number of days pupils spend at school in a year should be cut from 200 to 195 – with the balance of five days used for in-service training, curricular development and free time for liaison with parents during school hours.

The standard working week should be 35 hours. The time teachers should be expected to be in school should be 27.5 hours a week. The school week for pupils should be 25 hours in primary schools and 27.5 hours in secondary schools.

The maximum class contact time for primary teachers should be 25 hours for primary teachers and 23.5 hours for secondary teachers. Two hours a week, on average, should be set aside for "programmed activities" determined by the head and authorities. Existing class size limits should be modified.

The Coventry negotiations agreed that the number of days pupils spend at school in a year should remain at 190 but that teachers should be expected to work another five days on activities such as in-service training.

Negotiations are continuing on maximum number of hours per year, limits on cover, non-contact time and class sizes.

The report suggests that Scotland should follow England and Wales in adopting separately funded arrangements for midday supervision. It urges the Government and local authorities to examine how they can provide adequate ancillary staff by next year.

It also recommends a system of appraisal based on nationally agreed guidelines and procedures. Teachers and employers in England and Wales have already agreed to set up pilot projects.

Main suggests such developments should start with heads and senior staff and calls for discussions on appraisal between teachers, authorities and the Scottish education department.

The proposals assume an appraisal of every teacher every two years at an estimated annual cost of £3 million.

The Main committee suggests a briefer list of duties than the 19 points being considered under the requirements for Main Professional Grade teachers in England and Wales. They are:

To teach assigned classes; to prepare lessons and courses; to undertake development of the school curriculum; to assess, record and report on the work of pupils; to present pupils for and to participate in the conduct of national examinations; to undertake post-qualification training; to contribute to the professional development of colleagues, including probationary and student teachers; to participate in the administration and organization of the school; to maintain good order and discipline among pupils and to safeguard their health and safety; to advise and guide pupils on issues related to their education; to report and to discuss pupils' progress with their parents."

The Committee also says that:

- All authorities should offer headteachers a greater role in the selection and appointment of unpromoted staff.
- Headteachers should have the power of veto over all appointments of teachers to their schools.

NEWS

# Plugging into the media revolution

**Gillian Macdonald reports on a local education authority's attempts to get to grips with the culture of the 1980s.**

More than £100,000 is being spent by Wigan education authority on a new media centre – opened last week at Leigh College.

Set up to generate media education in all schools and colleges in the authority, the centre is the first of its kind to be funded by an l.e.a. A further £15,000 comes from North West Arts, and £7,000 a year from the British Film Institute will fund one staff post for three years. Thereafter it will be taken over by the authority.

The authority regards the media as a major cultural influence on children. So work at the centre will take in both theoretical and practical studies.

Teachers will learn how to analyse the way television or newspapers can represent issues. They will also learn how to use recording and editing equipment in order to understand the practical concerns which affect programme makers' decisions.

Housed in what was an old grammar school, the centre contains a two-camera TV studio that can convert into a 64-seat cinema, a control gallery with mixing facilities and a separate room with tape editing equipment, to which staff hope to attach a computer graphics system. An empty sound studio is waiting to be equipped for radio production.

Six full-time staff will run the centre – four teacher advisers and two technicians. At least half their time will be spent in schools, according to Mr Ken Gouge, drama adviser for Wigan. The rest of their time will be spent largely running training courses for teachers. The hope is that, once trained, teachers will involve their colleagues in media work – either as a subject in its own right or introducing aspects of it into other areas of the curriculum.

The developments in Wigan are unusual in that they are authority-led but the education committee decided about five years ago that media education was important right across the curriculum. Since then, the TVEI project has offered new openings and the Department of Education and Science report on *Popular Television and Schoolchildren* (1983) has added new impetus.

Wigan has eight schools involved in the TVEI project and studying the media. TVEI money has provided them with about twice the equipment they could otherwise have afforded. Another three or four secondary schools do a considerable amount of work on the subject, in particular St Peter's Roman Catholic High School in Orrell, which has a two-camera television studio with control gallery. It now has some form of media education throughout the first to third-year curriculum, with the Northern Examining Association's GCSE syllabus in media studies on offer to fourth-year pupils. It is this kind of pattern which the centre's advisers wish to promote.

There are also about 10 primary schools using media education regularly, but Mr Gouge hopes that the demand will "grow apace with teachers going from the centre". The barometer of success or failure for the centre will, he says, be the extent of future activity in the schools. He cites drama as a model for what he hopes will happen. Wigan already has a sister drama centre, also attached to Leigh College, and the subject is now firmly established in most of the authority's schools. "We are starting five years later with media education."

Teachers and classes can book the equipment and come in and use it, says Helen Woodward, the centre's co-ordinator and a teacher adviser. But a number of "user-friendly" portable audio and VHS video recorders are also available for the centre's staff to take out to schools.

The centre also provides a library which is well stocked with teaching material from the British Film Institute, the Society for Education in Film and Television, the Scottish Film Council, the Irish Film Institute, the Centre for Educational Technology at Clwyd in Wales, and ILEA's English Centre. These are for reference only, but many are cleared for copying.

The six permanent staff have backgrounds in English and history, publishing and art – reflecting usefully the wide spectrum of areas from which first generation media teachers are still being drawn.

Ken Gouge has been pushing for years to establish media education on the curriculum. He sees teacher advisers in the school as the most effective way of bringing about change.

"We have to help teachers develop change in the classroom and to show that media education – particularly in primary, but also in secondary – can work in a whole range of areas. You make it part and parcel of what you are doing, and teacher advisers are the most effective way of doing that."

The centre also provides facilities which the authority cannot afford to put into all the schools. And it is there that the staff will run training courses. They have already held two in-service days for 12 primary teachers and 10 secondary teachers. Publicity has been circulated throughout the authority and the centre is already in touch with about 36 schools. Teaching materials will eventually be produced in association with teachers, but this is a later consideration. It is a question of "in-service first, materials second," says Helen Woodward. "At the moment we have the facilities and now we have to pick up on the demand. We have to find out where it is and what form it takes."

# CDT changes direction at Crewe

**by Hilary Tagg**

A unique drive to interest women in craft, design and technology teaching has been launched by Crewe and Alsager College of Higher Education.

The college has become the first in the country to appoint a publicity officer solely for CDT – Dianne Meredith. She will be targeting her recruitment campaign specifically at women because they currently hold only 1 per cent of CDT posts.

Dianne Meredith says her main objective is to educate people out of the widespread misconception that CDT is merely "updated woodwork and metalwork."

She sees it as a "new subject area" and intends to increase the quality of students. "CDT is designing and making things through identifying and solving problems and then overcoming them with the technology available," she said.

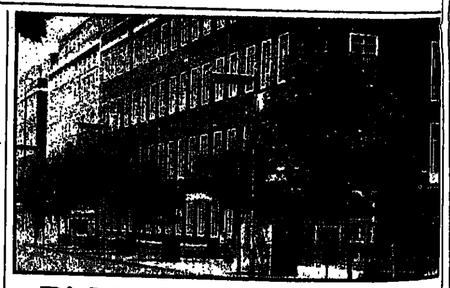
One stumbling block she is already aware of is that CDT is not taught beyond the third year in some schools and not at all in many others. "People just don't know what CDT is," she said.

In an attempt to rectify this, Ms Meredith will be advertising extensively in schools and colleges, as well as in local press and radio.

John Clayton, head of art and CDT at the college, explained that Manpower Services Commission money had made Ms Meredith's appointment possible. "There is a crying need to attract more and better quality students into CDT," he said. Publicity is essential because all colleges are fishing in the same pool."

Ms Meredith, who will also do some teaching, will aim her publicity at school-leavers, students who have just completed foundation courses and those who have taken B Tech courses in subjects related to CDT.

The courses offered at Crewe and Alsager include a four-year BEd honours degree in CDT, a two-year BEd for people with previous industrial experience, a one-year retraining course for teachers of other subjects, and a post-graduate course for those with design-related degrees. The college is also developing a one-year conversion course designed to attract women who have left work to raise a family and are now eager to begin a new career.



# Birkbeck faces cash crisis

Birkbeck College, the London University college specializing in part-time degree courses, expects a deficit of between £2 million and £7 million by the end of the decade.

Mr Kenneth Baker, Education Secretary, was warned of the financial crisis last week, when he met a deputation led by Mr Michael Wise, chairman of governors, and Professor George Overend, Master of Birkbeck.

Mr Baker was asked to open an inquiry into the costs and benefits of part-time education. The college claims its style of education is 28 per cent cheaper than full-time higher education.



# CGLI finds a partner

The City and Guilds of London Institute and the West Midlands Advisory Council for Further Education have signed a memorandum of agreement to streamline provision of existing courses.

The partnership – said to be the first of its kind between the CGLI and a regional body – follows in the footsteps of the Review of Vocational Qualifications and the resulting Government White Paper, *Working Together*. It covers the new unit-based scheme and vocational qualifications.

The partnership aims to allow candidates to develop the skills required by regional employers within a framework of nationally recognized vocational qualifications.

# Exercising the mind . . .

**Secondary schools in Ulster are to be the first outside Canada and the United States to compete in the US Academic Decathlon – a coast-to-coast general knowledge contest which aims to extend to the whole English-speaking world.**

**The project is being sponsored by British Telecom to mark Industry Year.**

**The province's Association of Science Education is inviting fourth, fifth and sixth-formers, grouped into teams of six, to compete in a five-hour quiz at the University of Ulster in February.**

**The winners will travel to Los Angeles at Easter to pit their wits against contestants from 41 US states.**



NEWS

# Advisers 'uneasy in new role'

The job of advisers cannot be regarded as a simple extension of teaching, a National Foundation for Educational Research study director said this week.

Mr Andy Stillman told a conference of advisers and local education officers: "One should no longer expect them to slide from one role into the other."

He told an audience at the new Centre for Adviser and Inspector Development at Wolley Hall, Wakefield, that the job had changed so fundamentally in the past 10 years that new entrants now required induction training.

Mr Stillman, who is running an NFER study on the advisory service, said the change of role had left staff feeling uncomfortable. "Many were appointed when local education authorities were seeking single-subject expertise – the opposite of the present situation."

One of the most radical changes was the disappearance of the distinction between the adviser's and the local education officer's role. The adviser was now more of a general local education authority representative. "This is a new role for many – being involved in re-deployment, going to governors' meetings . . . but it has not been accompanied by any greater role in policy-making."

The move to a generalist role had been accompanied by a move to greater integration of subjects. There was pressure on local authorities to demonstrate cross-curricular expertise but this was not what advisers were prepared for.

Professor Ron Glatter, of the Open University, said that the advisory service now fulfilled the role of educational watchdog. It was the most difficult, but most important of all functions. "Advisers need to be local guardians of educational effectiveness – as distinct from efficiency."

Greater involvement in personnel management, particularly staff development, was also required of the modern service. "The adviser will be seen as an organizational assessor," Professor Glatter said. "Both curricular and managerial skills will be needed."

Daily worship: assemblies for multi-ethnic schools

# Bradford tries out alternative assemblies

**by Julia Hagedorn**

**Muslim, Sikh and Hindu assemblies are being held in Bradford schools in an attempt to provide an act of worship for children who are regularly withdrawn from Christian assemblies.**

**The "alternative assemblies" are one of various ideas being tried out in a pilot project involving 20 primary and secondary schools.**

**The scheme is run from Bradford's Interface Education Centre, which was set up earlier this year to help schools implement the authority's new RE syllabus.**

**A report on the scheme will be presented to the council on December 4, when it will be decided whether or not to publicize the results.**

**One of the school's involved, Parkwood First, where just over 40 per cent of the pupils are from ethnic minorities, is holding alternative assemblies every other week. In a different faith.**

**The school believes that this is one way in which the stipulation of the 1944 Act that the school day should begin with an act of collective worship, will be made more meaningful to its pupils.**

# Brent puts faith in new syllabus for all religions

**by Bert Lodge**

A few months after he became a parliamentary candidate for Brent North, Dr Rhodes Boyson remarked to a journalist with considerable surprise: "The churches are full up here, you know." Last week a public meeting to launch the borough's new religious education syllabus attracted over 200 people. Religion matters in Brent.

It matters to a lot of religions. From the platform of that meeting Mr Ron Anderson, chairman of the education committee, announced with evident pride that whereas the mighty Inner London Education Authority had no more than two or three non-Christian faiths on the committee which produced its new syllabus, Brent had ten.

What is more the committee of 65 members represented a population which is more than 50 per cent black or Asian.

Dr Owen Cole, head of religious studies at the West Sussex Institute of Higher Education and author of many books on world religions, was delighted: "It is an historic occasion. We have to re-think our British heritage and introduce children to the world heritage."

In the past the purpose of religious education was to hand on the Christian faith, he said. Teachers were expected to be Christian. Even now the present position of RE was ambivalent. In West Sussex, for instance, the syllabus was still Christian-based and Christian-commending. But a quiet revolution was taking place and instead of nurture the aim of religious education was now understanding.

But what are the parameters, asked Dr Cole. "Do we include the Rastafarians? Or the Unification Church?" Prudently he did not answer these questions, although adherents to these faiths could point out they were probably more familiar to the majority of Brent citizens than, say, Zoroastrianism or Jainism, which *are* included in the syllabus.

The threat to RE, said Dr Cole, could come from religious believers who insisted on withdrawing their children from classes, or it could come from a political direction. There were those who wished to pretend Britain was still a Christian country or alternatively maintained that religion had disappeared altogether "so why encourage it in schools?"

Dr Cole's concluding remark would have undoubtedly been provocative in West Sussex, but was safely uttered from a Brent platform: "The white imperialist corpse is still tended with more care than the living black," he said. Then he was off with no time to answer

However, it is unlikely there would have been many questions about the syllabus, which is bland and uncontroversial. Indeed, it is hardly a syllabus, more a prescription for one.

"Children should be encouraged to explore and discuss some of the fundamental questions of human existence . . . deepen their sense of wonder . . . appreciate the value of their own personal faith. Children should be encouraged to develop qualities of thoughtfulness, fairness and respect for others . . . become acquainted with significant occasions and celebrations from various religions."

Lists of suggested themes for secondary level study include initiation, marriage, death, family life, rituals, signs, symbols and art, stories and myths. "These lists are not exhaustive," we are told. Not across 10 religions with at best two periods a week?

Some Christians may regret the passing of the pre-eminence of their faith in religious education. The lady at the Zoroastrian stall was delighted. "When your children do not see the religion of the family given any recognition in school, they begin to think it hasn't any value. Now they will see it has."

# Advisers ask HMI to specify English needs

**by Sue Surkes**

The National Association of Advisers in English has called on Her Majesty's Inspectorate to specify the kind of teaching approaches that would be needed to meet objectives proposed in *English from 5–16: The Response to Curriculum Matters 1*.

The document, published three months ago, was designed to reflect the theme of 913 responses to HMI's original and much-criticized 1984 publication *English from 5–16*.

In a statement, which includes much praise, the association says it "regrets HMI's reluctance to describe classroom approaches by which the proposed objectives might appropriately be met.

"This need not involve the massive exercise which HMI rightly feels to be inappropriate. A fairly brief description of those classroom approaches which HMI finds to be commonly associated with successful teaching would be a huge step forward."

The association also says HMI should have emphasized more strongly the importance of seeking positive achievements in pupils' work. The General Certificate of Secondary Education would bring the message home forcefully to secondary schools.

But in many primary schools, "one suspects it is still customary for teachers' responses to pupils' work to be largely error-orientated."

The advisers save their strongest criticisms for an announcement in the document's foreword, which said a reprinted version of the original paper would be published incorporating the responses.

"In view of the hostility of the profession towards the original objectives and the fundamental differences between the original and the revised models, such a course of action seems unwise and likely to cause nothing but confusion and renewed hostility."

Broadly, however, the association welcomes the "serious and thoughtful treatment" that HMI gave to the responses. In particular, it supports HMI's suggestion that a national inquiry should be held to establish what pupils and teachers need to know about language and its teaching.

# Spreading wings

The RAF Museum in Hendon, north London, has extended its educational services, forging a link with pupils working on GCSE history, art, technology. This term, it is providing a questionnaire for 14 to 16-year-olds and holds talks on aviation subjects.

# New Sussex vc

Mr Leslie Fielding, currently director general for external relations with the European Commission in Brussels, has been named as the new vice-chancellor of Sussex University.

He succeeds Professor Sir Denys Wilkinson, who retires in October next year.

NEWS

# ILEA pressured to bring forward tertiary plans

by Annette Gartland

The Inner London Education Authority is being urged to speed up the introduction of tertiary education.

The Council for Tertiary Education in Wandsworth, a local "watchdog" group, says the present system fails to meet the educational needs of 16-to-19-year-olds. The council adds that the worst sufferers are youngsters from ethnic minorities, those with special needs and most people who leave school at 16.

The council is asking the ILEA to act on a decision taken in principle in 1983 and bring forward proposals to set up tertiary colleges in Wandsworth.

It states that too many schools and colleges in Wandsworth are teaching too few 16 to 19-year-olds. This means that no schools can offer a comprehensive range of courses. At "A" level, some schools and colleges cannot offer, even on a joint basis, the basic minimum of 10 subjects and the chance to learn foreign languages is "in danger of disappearing".

The council also says that schools and colleges are not working together and that most sixth-form classes are below the recommended size.

"Wandsworth is the worst area in inner London in this respect, with many groups of four or less students."

Many courses are too narrow, without proper provision for general education, recreation or pastoral care, and the "complicated planning machinery" set up by the ILEA in 1984 has failed to bring about any measurable improvement, the council adds.

"Hundreds of young people are now leaving Wandsworth schools at 16 to go to colleges in other parts of London, especially Kingston and Richmond," says the council.

The ILEA says that the decision to set up tertiary colleges in Wandsworth was taken "in principle" because more information was needed about which buildings might be available. Consultations with Lambeth and nearby Southwark, now nearing completion, had a bearing on Wandsworth.

The authority's review of education for 16 to 19-year-olds has been completed in Tower Hamlets, Islington and Hackney – and its formal proposals are now before the Secretary of State for Education.


Kalsum Aziz

**Driving ambition: four girls at St Theresa's School for Girls in Lewisham, London spent 18 months building this sports car for the British Petroleum build-a-car competition for schools and youth groups with the theme "A Car for the Year 2000". Members of the only all-women team to enter are (from left) Mary Ah-Kang, Donna Gray, Jane Ah-Kang and Anita Johnston.**

# Cuts force dropped lessons

Northampton secondary schools are dropping courses and using more non-specialist teachers because of staff cuts, according to a survey conducted by the six-union conference of teacher organizations in the county.

Responses by head teachers to a questionnaire give examples of dropped lessons in German, science, art and design, sociology and Latin. There is also less help with children with special needs.

Secondary schools in Northamptonshire have born the brunt of staffing cuts. The council saved nearly £1 million by axing 147 posts this term on top of 36 lost through falling rolls.

Schools lost an average of two teachers each, according to the survey, when the unions claim they should have had extra to cope with demands of GCSE.

The teacher organizations also say that class sizes in primary and middle schools have increased and there is less time for remedial work.

# Jamboree promised

A linguistic extravaganza with films, plays, book and course exhibitions is promised for the first national Festival of Languages at the University of Warwick's Arts Centre on Saturday, October 18.

As part of the jamboree, 14 youngsters from all over Great Britain whose languages range from Dutch to Finnish and Greek, will be competing for the title of Young Linguist of the Year and a host of prizes on October 17.

The competition will provide the climax to a series of local and regional rounds open to youngsters aged up to 19 who speak at least two languages other than their mother tongue.

The festival will give youngsters of all abilities the chance to demonstrate their talents in language learning through a variety of activities from performances and poetry to computer programmes and cassette talks.

Further information can be obtained from the national co-ordinator Mrs Chris the Wilding on 0926-632383.

Sue Surkes on a Tokyo-style school to open in Milton Keynes

# Marshalling the arts of Japanese learning

A touch of the Orient will come to Milton Keynes next April when scores of Japanese boys and girls arrive for their first day at a Japanese boarding school.

Along with English and mathematics, they will study Japanese language and history. The boys will learn martial arts. The girls will be initiated into the time-hallowed pursuits of flower arranging and tea ceremony.

The need for Japanese schooling for Japanese children living abroad was identified by the Milton Keynes Development Corporation during a study of the problems faced by Japanese companies wanting to invest overseas. The town hosts 18 Japanese subsidiaries and about four UK agents for Japanese products.

There are already two Japanese schools in Europe – one in Dusseldorf, the other in Horsham, Surrey. But the Corporation felt demand would outstrip provision as Japanese overseas investment increased and more Japanese businessmen insisted on taking their families abroad with them.

Following a visit by a Corporation delegation to Japan two years ago, the Tokyo and Chiba-based Gyosei International School decided to build abroad. After considering several possible sites in Europe, it opted for Milton Keynes.

Mr David Stabler, the Corporation's manager of Japan operations, said: "It is critical for Japanese children to be educated in the Japanese system and

Standard lessons: martial arts

environment. If they get out of that system, it is almost impossible for them to get to university or have a decent career in Japan. In some ways, they are treated as outsiders."

The private school for pupils aged 10-18 will start with 600 boarding places and will expand to around 920. Open to children from all over Europe, the Middle East and North Africa, it will follow the Japanese school year – hence the April start – and the Japanese curriculum and examinations system. It is also expected to follow the gruelling Japanese school day which runs from 7am until 10.30pm. The school will also operate on Saturdays.

But while the school will be directed firmly towards Japan, its pupils will be given more than a passing glimpse of English life. They will be taught English by English teachers and are expected to join local children for lessons in sport and music.

Mr Stabler said the school would give pupils a distinct advantage. They would return home having gained an insight into English language and culture without leaving the Japanese education system.

● Sunderland Polytechnic has set up a Japanese studies division which will run a programme of business seminars and language classes in conjunction with the Polytechnic's business school. Topics earmarked for coverage include guidelines for doing business effectively with Japan and strategies for breaking into the Japanese market.

# Girls lack confidence to try for university

Teenage girls shy away from high academic attainment because they fear a loss of femininity, the British Psychological Society conference in Brighton was told last week.

A report by Dr Karen Jasman, a psychology lecturer at University College, London, said that many sixth form girls with the ability to win a university place lacked the confidence to take one.

Her research, based on a study of 189 sixth formers in Oxfordshire, found that fewer girls than boys chose to study academic subjects or intended to apply to university despite comparable O level results.

One of the main reasons given by the girls was that they felt they would lose feminine characteristics such as being cheerful, sympathetic and affectionate and adopt more masculine traits such as being aggressive, ambitious, athletic and assertive.

"Girls tended to show a lack of confidence and express concern about the sort of people they might become," said Dr Jasman. "There is an idea that it is not the done thing for girls to go to university."

# Teacher in TV link-up

A comprehensive teacher has been seconded to an independent television company as part of its joint media education project with West Sussex County Council.

Mr Julian Bowker, from Hazelwick school, Crawley, has joined the community unit at TVS to work alongside programme makers in news, current affairs and children's programmes until Christmas. He is then expected to work with West Sussex teachers, producing media education materials for 10 to 19-year-olds, running courses for newcomers to the subject, and helping the unit to develop programme support and back-up materials.

IN BRIEF

## AMA backs state move

The Association of Metropolitan Authorities education committee is putting its weight behind a campaign to defend state education.

The campaign, initiated by the Inner London Education Authority, aims to unite a wide spectrum of organizations to publicize the contribution made by all sections of the education service, from nurseries to colleges.

## Course switch

Government moves to replace specialist courses for teachers of the deaf with in-service training taken later in a teacher's career could discourage ambitious candidates eager for qualifications. The plan could also lead to a drop in overall standards, the heads of schools and services for the hearing impaired were told at their annual conference in Manchester.

## Choices met

For a third successive year, all first-choice requests for places in the London borough of Richmond-upon-Thames' secondary schools were met. And for a second successive year, no parent from either inside, or outside, the borough had to appeal to secure their chosen school place in the borough.

## Free entry

Members of the 60,000 strong Stamp Bug Club – run by the Post Office for young philatelists – will be given free admission to the British Philatelic exhibition at the Horticultural Halls, Victoria, London, from October 14 to 19.

## £11,000 prizes

Teachers' Assurance, the insurance company, is offering £11,000 in prizes for schools in a 50-question competition about key dates as part of the organization's golden jubilee celebrations.

## Guide published

A practical guide to open learning has just been published by two pioneers in the field. *Into Open Learning* by Nye and Sue Rowlands, published by Open Learning Systems, £6.95, advises colleges on how to set up and cost schemes.

## Career passport

Young people in Northern Ireland seeking guidance on a business career can now consult a new booklet which details education and training opportunities. *Passport to Careers in Business*, produced by the Northern Ireland Business and Technician Education Council Liaison Committee, describes courses available and profiles students who followed the BTEC route.

## Funds help

Nursery and primary schools are getting help with fund-raising from Word of Mouth cards. These are Christmas cards which come in eight designs reflecting the multi-cultural nature of Britain's schools. Packaged in boxes of 80 and costing £11.85, they can be resold, by schools, at a profit and obtained from The Old Library, 60 Victoria Road, Margate, Kent CT9 1RB.

## BTEC boost

A joint working party with representatives from the Business and Technician Education Council and the Institute of Chartered Secretaries and Administrators has produced guidance for a closer link-up of courses to encourage local authorities to pursue BTEC/ICSA four year training schemes.

## Lecture tour

This year's annual Leonardo Da Vinci lecture organized by the Institution of Mechanical Engineers will focus on "Ideas into Action" and will look at engineering innovation in the motor vehicle industry. Principal lecturer in the programme, which will tour 11 UK cities between November and March, will be Dr Peter Watson, chief executive of GKN Technology Ltd.



SCHOOL TO WORK

# Patient MSC not forcing pace of college change

Manpower Services Commission control of a large part of further education funding seems so far to have had little effect on the work of colleges, experts said this week.

A team of Further Education Unit researchers is monitoring the implementation of the development plans. Every authority has had to submit its plans to the MSC to qualify for the part of its work-related, non-advanced further education funding which is now channelled through the Commission.

The team, which is closely following progress in a sample of 21 l.e.a.s – a quarter of all the authorities in Scotland, England, and Wales – is about to produce a report on progress in marketing and consultation. Alleged shortcomings of the colleges in these key areas were cited by the Government in a White Paper two years ago as reasons for bringing in the MSC.

This week Mr Malcolm Cribb, who heads the study, said that although there had been changes in college practice in these and other fields, these did not appear to be due to the new relationship with the MSC.

"The development plans have had a very marked effect on relationships between the l.e.a.s and employers, and on the motivation and attitudes both of l.e.a. officers and many college managements. But my impression is that they have not yet filtered down very far, had any noticeable effect on practice," Mr Cribb told *The TES*.

On visits to colleges in recent weeks, particularly during enrolment, the team found that many of the staff responsible for teaching and counselling students appeared to be unaware of the existence of the plans.

"I think it is simply a question of time. There is an inertia built into the system, and it takes time for change to work its way through," Mr Cribb suggested.

None of the authorities visited showed any indication that the MSC was trying to force through change or to interfere in the work of the colleges. "I have not heard of any threat of money sanctions," he said.

In most cases a partnership was being built up, with a pattern of close discussions between MSC area managers and the l.e.a.s paralleled by a similar relationship between colleges and MSC area staff. This was despite the fact that, in some instances, there were strong differences of views between the MSC and an authority.

Edited by Mark Jackson

Meanwhile, the FEU is developing a remarkable system for keeping track of changes in college provision.

Totals of students following particular courses and the student hours devoted to them, collected by the DES each year, are fed into a computer which holds full details of the actual content of all the courses. By comparing the two, the computer can produce a picture of the total amount of instruction in any particular subject or skill given by all the colleges concerned.

At present the computer is being used only to analyse the content of what is being taught in the 21 authorities in the study, but, since they are a fairly representative sample, it would be easy to derive a reasonably accurate picture of what is being provided by the whole FE network. So the FEU could calculate, for instance, how much practical instruction in the installation of hydraulic control systems or in operating industrial sewing machines is being provided throughout the country.

The FEU is only interested in using the system to measure changes in the balance of the curriculum, since it wants to identify the effect of the development plans. But Mr Cribb agrees that if anyone wanted to get a factual picture of what the FE sector is teaching, perhaps to set against criticisms based on subjective impressions, it could be obtained.

● In an FEU newsletter its chief officer, Mr Jack Mansell, calls on its readers to support the unit. Its future is threatened by a DES review which favours merging it with another body. Mr Mansell says that the unit intends to go ahead with all its activities and plans until the decision is announced, and he urges readers to make representations to the DES (which has issued a formal consultative paper since the FEU newsletter went to press).

A priority task for the area training networks about to be set up by the MSC (see foot of page) will be to improve the quality of labour market information fed into the development plans.

**Slave wages: the cuttings these children are studying could be thought to enshrine some union opinion of the Youth Training Scheme. In fact, they are part of an exhibition – organized by the Anti-Slavery Society at TUC headquarters in London – which shows that child exploitation is still prevalent today, mainly in the Third World. The exhibition ends on October 17.**

# Tory backs mandatory courses for post-16s

by Barry Hugill

A re-elected Tory government would force all 16-year-olds to stay on in education or undertake training, a government backbencher forecast this week.

Mr Andrew Rowe, the MP for Mid-Kent, said it was more than likely that the Conservatives would make it compulsory in a third term of office for all teenagers to undertake some form of further education or training lasting two years. But the Government would need to pay them all an allowance.

"It is ridiculous to pay YTS trainees an allowance but not those staying on at school or college," he told the former Prime Minister, Mr Edward Heath's supper club meeting in Bexley.

Mr Rowe estimates that the cost of the allowance would be in the region of £1.4 billion, but believes this would be offset by reductions in the bill for other benefits. Any youngster failing to attend a recognized course would lose allowance rights.

The distinction between training and education should be abolished, he said. Every 16-year-old should be able to shop around for the best educational training and YTS package on offer.

*Teenagers would have to be paid an allowance*

Mr Rowe called for:

● Schools to manage their own budgets with the power to make all decisions and choices over books, staff and other facilities;

● A special staff college for heads;

● The re-introduction of the pupil monitor system, the 19th-century practice of using older children to teach younger ones as a way of saving on teachers' salaries.

# Plan to beat training gaps

by Maggie Richards

The Government is to spend £3 million on improving working and planning links between education and industry.

The cash will be used to establish area training networks run by company executives, who will monitor schools, colleges, polytechnics and universities what they should provide.

The aim is to spot skill shortages before they become damaging and to help educational institutions so they can respond in time.

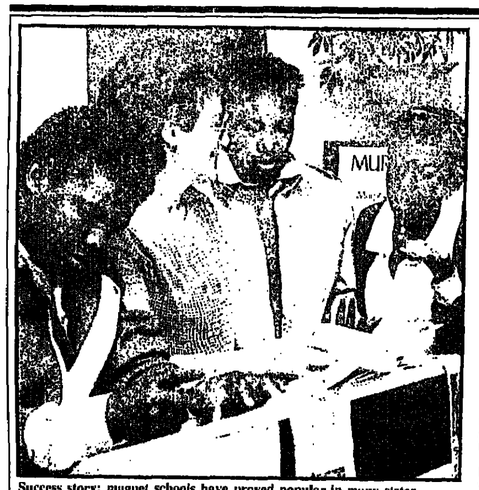
But the networks will also have a long-term role to improve advance planning so there is a better match between employers' needs and the pattern of courses. And they will pay particular attention to shaping and helping the development of the Technical and Vocational Education Initiative in their local schools and colleges.

The new networks hope to use and extend existing liaison arrangements.

The scheme will be funded by the Manpower Services Commission, and is backed by the Confederation of British Industry and the Association of British Chambers of Commerce.

Mr David Stanley, until now the CBI's deputy education and training director, will head the team setting up the networks. The MSC wants to have a network operating in every local authority within two years, but initially pilot groups will be set up in 15 areas.

OVERSEAS



Success story: magnet schools have proved popular in many states

# New poll blames Reagan team for poor schooling

*The American public has just delivered a stinging indictment on those responsible for its education system. A Harris poll reveals that only 40 per cent believe that most children are getting an adequate education, while 36 per cent think that schools are doing a fair or poor job in meeting their responsibilities.*

UNITED STATES

**Bill Norris in Washington reports on the public's latest criticism of Government policy**

The survey, which covered 1,250 respondents, found 60 per cent supporting increased education spending to improve the schools, and 76 per cent willing to pay higher taxes for the purpose.

Most of the blame for inadequacy was placed on the Government, with only 28 per cent rating the Reagan administration as doing a good job for children. This is one of the worst ratings any government has ever received on a major social issue in a Harris poll.

The survey also covered the feelings of adults towards children in general, and found that three-quarters of respondents believed that problems facing the young – from drug abuse to sexual assault and suicide – have become worse since their youth.

Mr Patrick Moynihan, a Democratic senator, commented: "The reality behind these numbers is that this is the first society in history where the worst-off group is children. Clearly, the system is not working."

The results of the poll have been applauded by America's largest teachers' union, the National Education Association. "In many ways the survey reaffirms the frustration of teachers, who see the problems children face daily in their classrooms," said its president, Ms Mary Futrell.

"If children are our greatest resource, as we all proudly proclaim, then we had better wake up. We all have to work together – parents, teachers, churches, communities, business and government at all levels – to address our children's critical needs."

# Magnet-for-all plan lands city in court

In Kansas City, as the old song says, they have gone about as far as they can go. And that is too far for the state of Missouri, which has taken the Kansas school district to court over its plan to turn all its middle and high schools, and many of its elementary schools as well, into "magnet" institutions.

There is nothing intrinsically new about the magnet school idea, designed to attract white pupils into predominantly black classrooms, and thereby achieve integration by a more palatable means than the forced bussing of schoolchildren.

Many other American towns have tried the idea with some success, but none has pushed it as far as Kansas City. Its plans call for the "magnetization" of 42 schools, at a cost of $142 million. The state, which as a result of a 1984 court ruling will have to pay the bill, is objecting strenuously.

The prime architect of the scheme, Professor David Levine of the University of Missouri, claims that it will avoid the common criticism of magnet plans: that they create a two-tier system with non-magnet schools being perceived as inferior.

The proposed curricula at the Kansas City magnet institutions reads more like that for a university than the average American school.

In addition to a basic academic programme at each one, the schools will cover environmental science, computers, and languages at all levels, law and public service, international studies, health professions, agribusiness, Greek and Roman studies, and a vocational programme to include fibre optics and computer design.

An intensive college preparatory school would enable students above the 50th percentile to graduate with a year of college credit, and the management of one of the schools may be taken over by its teachers as a pilot project in line with the recent Carnegie Forum report. All these themes, says Professor Levine, have proved successful elsewhere – to which the state retorts that he has merely copied the most popular magnets from other districts.

"They picked a bunch of themes and are forcing them down the throats of the schools and parents," said the assistant attorney-general, Mr Michael Fields, who claims the plan does not have public support.

"They did a couple of surveys that were fairly minimal, and then did not even heed the responses," he added. "There was very little interest in foreign language themes, and they're putting in a lot of foreign languages. There was very little interest in elementary magnets, and yet they plan a whole system of elementary magnets."

Ms Patricia Brannan, a Washington lawyer who is representing the school district, denies the charge. She claims "tremendous public enthusiasm" for the scheme. "There's a hunger out there for some meaningful desegregation," she told the court.

The evidence seems to support Ms Brannan. An initial magnet plan in Kansas City this year, involving six schools, has resulted in packed classrooms and a waiting list of 1,700 students, both black and white.

Kansas City's school population is 74 per cent non-white. The magnet plan, hoping to attract white children away from private schools in the suburbs, lays down that between 50 and 60 per cent of the pupils must be non-white.

Until 1954, Missouri law made segregated schooling mandatory – which is why the state is being held responsible for putting things right. But in 1984, it appears that no one anticipated that Kansas City would go quite so far. Perhaps the words of the song should have been heeded.

# Devaluation looms for education degrees

**When Mr Gerald Baillies, the new Democratic governor of Virginia, set up a special education commission as his first act in office, he instructed it to be bold. "Hot potatoes and sacred cows are not off limits," he told the panel.**

**It has taken him at his word. As a result, Virginia may become the first state in America to reject undergraduate degrees in education. From 1992, if state lawmakers agree, new teachers will have to hold degrees in the subjects they intend to teach before they can enter the classroom.**

**The proposals follows the lines of the recent Carnegie Commission report, which was widely praised when it appeared but has so far led to little action among the states. It has already attracted criticism from Virginia's teacher-training colleges, who face the prospect of having to revamp their curricula. Some claim that, without a specific course in education, new teachers will have problems in handling and motivating unruly students.**

**The commission has also recommended the provision of voluntary schooling for four-year-olds by 1992, a requirement for sixth-graders (11-year-olds) to pass standardized tests in reading, writing and arithmetic next year, and a reduction in class size to 18 by the end of the century.**

# Union to sue over 'illegal' £338m cuts

BELGIUM

**Jane Marshall on the latest battle over spending by the Brussels administration**

Tension is mounting in Belgian schools as the first effects of the Government's economy measures begin to bite.

M. Gerard Deprez, the president of the Social Christians, one of the four parties which makes up the ruling coalition, has declared the administration is acting illegally.

And a teachers' federation is suing it for contravention of the Belgian constitution and violation of the Treaty of Rome.

The controversial cuts, finalized in July, were designed to reduce the education budget by 21 billion francs (about £338 million), and are threatening around 6,500 teaching jobs in secondary schools. They provoked widespread teachers' strikes, protests and demonstrations during the summer term.

A prime issue which has emerged since the return to school concerns the Government's calculations of subsidies, teacher-pupil ratios, and the number of teaching hours for secondary schools.

Under the new arrangements, some drastic cuts have been made. At least one school, with a 10 per cent drop in its roll, faces a reduction of 49 per cent in its teaching hours. Particularly threatened are smaller schools, and those in the countryside, which are struggling to keep on offer a minimum of courses in the face of falling pupil numbers.

M. Deprez, who protested in the spring that the planned economies were "too much, and too fast", has now accused the Government of trying to introduce educational savings which are not only "too severe" but also "illegal".

He demanded that the Government should curtail the measures, which went radically against his wishes to see the rural schools spared. "The safety net has proved to be a guillotine," he complained.

Schools are also angered by a new rule which will "lose" about 10,000 pupils across all educational levels. For the purposes of calculating subsidies, children of parents not subject to Belgian taxes will each be counted as only four-fifths of a unit.

Those youngsters affected include pupils whose parents live or work abroad, and some foreigners, such as those working for the European Community and diplomats accredited to Belgium.

The francophone Federation of Christian Teachers, with support from parents and other teachers' bodies, is taking legal action against the Government at both national and European levels. It accused Brussels of contravening the constitution because, it claimed, some Belgians faced clear discrimination against them.

The measures would not only disadvantage those children who were undervalued, but all those attending school with them.

M. Regis Dehogne, the federation's president, said that "if 20 children constitute a primary class, in certain cases there will have to be 25" because some youngsters there would each count as only 0.8 of a child. At secondary level, he said, "10 students will be needed for an option, instead of eight."

The federation is also starting proceedings at the EEC Commission against the Government for breaking the Treaty of Rome, which forbids discrimination on grounds of nationality, and lays down the principals of free movement of workers.

Meanwhile, to comply with an earlier European ruling against it, the Government is expected to introduce an examination for entry to higher education. The exam, which Belgians and foreigners alike will take, is to prevent a flood of students from other European community countries coming to study in Belgium.

# Hawke enrages ethnic lobby

AUSTRALIA

**Luis Garcia follows the hostilities directed at the Labor Premier**

The past few weeks have not been easy for Mr Bob Hawke. Everywhere the Australian Prime Minister goes, he is met by protesters yelling abuse, waving placards and, recently, throwing flour bombs and rotten eggs.

The demonstrators, many of them teachers, are angry at a Government decision to cut funding for migrant and multicultural education programmes by half, from Aus$60 million (£26.2 million) to only $30 million (£13.1 million).

The Government says the cuts were necessary because of the difficult economic times, and has promised that those children most in need will not be affected. But teachers are outraged. They say that the cuts will mean that:

- The multicultural education programme, which funded community language classes in schools, bilingual assistants and community liaison officers, will be scrapped;
- Efforts by schools to produce non-racist books and other material for children from migrant families will be reduced considerably;
- There will be no more money to train teachers to cope with classes where migrant children form a majority;
- English language classes for new arrivals will be "rationalized" and in some cases discontinued, although the Government has promised that new arrivals will not be "significantly affected";
- Half the teachers now involved in multicultural education will be redeployed. About 200 are involved in Victoria, 280 in New South Wales and about 1,000 nationally, according to figures compiled by the Australian Teachers' Federation.

Taking all this into account, it's hardly surprising that the cuts have met with such strong opposition, not only from ethnic community leaders but also from teachers who believe the Government is penalizing one of the most vulnerable groups in the community.

For example, a report released a few weeks ago by the New South Wales ethnic affairs commission found that most migrant children were concentrated in the lower classes, not only for English, but in other subjects as well.

Most vocal among the protesters is the federation, which represents more than 170,000 teachers in all states.

It has organized protests, led a march to Parliament House in Canberra, and placed advertisements in newspapers attacking the cuts. It is also planning to lobby in constituencies where there are high proportions of migrant families, including Willis, which Mr Hawke represents.

The federation has also enlisted the help of the Swiss-based World Confederation of Teaching Professions, which represents nine million teachers across the world, to protest to Australian embassies.





OVERSEAS

As the vocational debate continues in Britain, Barbara Casassus from Tokyo and Mary Follain in Paris report on technical education successes and failures

*Changing classes: more teenagers are opting for training schools*

# Proving just the job to avoid university

JAPAN

**A small but growing number of Japanese 18-year-olds are flouting their society's university-is-everything convention and earning a practical qualification at special training schools (*senshu gakko*).**

**These vocational institutions have gained sharply in popularity since they were upgraded from the general category of miscellaneous schools a decade ago.**

**The proportion of 18-year-olds enrolling for advanced courses at *senshu gakko* rose to 11.2 per cent at the beginning of this academic year from 2.6 per cent in 1976. For several years now, overall admissions have outstripped those of two-year junior colleges, where about 90 per cent of students are women compared with 60 per cent for the special training schools.**

***Senshu gakko*, which have increased from 900 a decade ago to more than 3,000 now and also provide courses for 15-year-old school-leavers, offer both a useful and respectable means of avoiding Japan's education treadmill.**

**Graduates find ample employment openings and because of the seniority system in companies – pay rises with length of service – their salaries more or less keep up with those of degree holders.**

**In line with a recommendation from Prime Minister Yasuhiro Nakasone's provisional education reform council, 123 *senshu gakko* meeting certain criteria were authorized last April to put their graduates forward for university or junior college entrance. Although between 8,000 and 9,000 students were eligible, only 178 took up the opportunity.**

**The authorities are, however, concerned about the hard-sell techniques used to attract students to the mostly private schools. An advisory committee to the Education Ministry, headed by a former official, Professor Takeshi Sesaki of the private Bunkyo University, is working on proposals for change in the curriculum and teaching methods, admissions, and the guidance secondary schools should give to prospective students. The committee's final report is due for submission next March.**

**Until *senshu gakko* gained some status by becoming a valuable source of skilled labour, vocational instruction had been the Cinderella of the education system. Specialized high schools have usually taken pupils unable to stand up to Japan's tough academic competition and have been noted for poor teaching standards and low morale. Five-year technical colleges have not fared much better.**

**By contrast, vocational training in employment, which comes under the auspices of the Labour Ministry, is often described as an important ingredient in Japan's economic success. Also primarily in private-sector hands with support from government, effective vocational training is built into Japan's priority of generalization over specialization – hence the negligible role of postgraduate studies – and system of job rotation.**

# On yesterday's machines for tomorrow's dole line

FRANCE

The French have a well-established system of early specialization in technical education but are not at all sure they are giving their under-16 underachievers a fair deal.

Most of the 850,000 pupils in their secondary vocational schools were ejected from general comprehensives at 15, or even 13 – usually because teachers judged them incapable.

Roughly a third of this age group is shunted off unwillingly into the *lycées d'enseignement professionnel*, familiarly known as LEPs, where pupils follow highly specialized courses for specific jobs in industry and the services.

Many will not even be able to choose their speciality because no one school can offer more than a few of the 300 or more courses available nationally. For example, a girl wanting to do hairdressing may well find herself in secretarial classes.

Before the economic crisis hit France, even those who only stayed for three years and emerged with the lowest qualification, the *Certificat d'aptitude professionel* (roughly City and Guilds level), were sure of a job.

Now many of the targeted jobs they are still being trained for have disappeared altogether, and even those who take the slightly more theoretical *Brevet d'enseignement professionnel* two or more years later often join them at the unemployment office.

Even so, they stand a better chance than the thousands who leave the education system without any qualification at all. And they will still be sure of a job if they are lucky enough to get a place in a well-run school like the LEP Belliard in the north of Paris, which specializes in catering.

There are 1,351 LEPs altogether, offering some 300 courses leading to the lowest *Certificat*, and about 70 to the *Brevet*. They train bricklayers, plumbers, painters, carpenters, technicians and electricians. About 12 of the 37 hours of classes a week are reserved for general education.

The schools frequently get a bad press, and morale in most is very low. It is not helped by teachers like the one who welcomed Mme Michèle Alliot-Marie, the education junior minister, and local dignitaries into his class last month, saying he knew schools like his are often called "educational dustbins".

His pupils do not need to be told they are right at the bottom of the technical education pyramid, or that technical studies as a whole are widely seen as inferior to the general streams.

This is despite some spectacular French achievements in technology and the prestige of the *grandes écoles* – the engineering schools at the top of the system.

Since the late 1960s, LEPs have been siphoning off low achievers from general stream lower secondary schools. Once there, few manage to return, although it is theoretically possible. And only the brightest move on to a technical *lycée* (upper secondary) where they could take a technical *baccalaureate* and perhaps even try for a place in a technical university.

Last year, as part of a five-year plan to raise technical qualifications, the then socialist Education Ministry introduced five new vocational *baccalaureates* for the LEPs.

Closely co-ordinated with industry's needs, they are intended to lead straight into a job and not on to further education, although this is not excluded, and are geared to jobs in such areas as information technology, automation processes and domestic appliance services.

The Education Minister, M René Monory, is expected to launch a further batch shortly. Ten of these new *bacs* are now on offer in 150 LEPs, which have been given the new title of *lycées professionnels*. Critics maintain that calling the new diplomas "baccalaureates" will do nothing to help technical education's poor image and will only downgrade the Napoleonic original. But they have brought hope to some LEP pupils.

Although the French system is unique, M Monory faces the same problems as those in other developed countries. Apart from the expense, high centralization makes it difficult to move quickly and adapt courses to local or industrial needs.

The ministry is said to own a quarter of the machine tools in France, but many are obsolete. M Monory has insufficient funds to retrain teachers and cannot sack those whose skills are no longer needed because they are public servants.

At present, some 30 courses are being dismantled but many more need to go. The minister is a former apprentice and industrialist himself, and the LEPs are counting on his help.

*New face, old ways: a technical lycée*

# Blocks on the road to safety

WEST GERMANY

**Elizabeth Hoddy discovers how the Federal Republic is tackling the enormous toll of child cycling accidents**

Accidents on the road and at home continue to be a major threat to children's safety in West Germany. Every year, 50,000 youngsters aged 15 and under are involved in traffic accidents, hundreds die and thousands are maimed for life.

Ministers of education in the 11 federal states were first jolted into action back in 1970 when the number of child fatalities reached a peak of 2,167, with more than 72,400 injured.

The figure declined by 1984 to 563 deaths in 48,483 accidents involving children, of which 16,272 were pedestrians, 17,049 cyclists. Boys outnumbered girls two to one.

Recommendations on the inclusion of road safety education in all school curricula were issued in 1972. These have been widely adopted by the federal states in both primary and middle schools.

Emphasis is on teaching six to 10-year-olds how to react in traffic and the correct way to ride a bike. Obstacle courses are set up in school playgrounds with the help of local police officers. More than 90 per cent of primary children take a cycling proficiency test in the final year.

More than 30 per cent of all children killed in road accidents are cyclists, and the average age of victims is decreasing yearly. Although 90 per cent of all school beginners are already cyclists, classes in road safety and bicycle proficiency do not begin until three or four years later.

Herr Karlheinz Walter, the senior ministerial adviser in the North Rhine-Westphalia ministry of education, admits that there is room for improvement in this area of road safety.

But he points out that federal education ministers are soon likely to approve the introduction of cycle training in the first year at primary school.

Road safety is a compulsory subject for middle-school pupils and is incorporated in mathematics, physics, geography, biology, German, social studies, religion and art classes. Also part of road safety instruction are first-aid courses, attendance at court proceedings and the training of highway patrols to guide younger pupils safely across zebra crossings.

Fourteen to 15-year-olds can take part in 40-hour courses on handling mopeds and motorized bikes.

Although road safety has become one of the most popular subjects in many schools, some teachers complain they have difficulty fitting it into a tight syllabus, and lack both motivation and adequate training.

Herr Alf Hammelrath, the chairman of the main teachers' trade union, is still far from satisfied with the efforts being made to reduce West Germany's dismal record of road accidents involving children.

Eighty per cent of all the accidents take place on the way to school or in urban areas where the speed limit is 37 mph or, in some cases, even 19 mph.

Speeding and aggressive driving among West Germany's more than 30 million car owners are all too prevalent. There are also few playgrounds in urban areas, and half-day schooling means that children with working parents lack supervision and are frequently left to their own devices. Many children collide with cars while playing on roads only 300 yards from their homes.

LETTERS

## Expenses spared

Sir – Oh, golly! I am so looking forward to my GCSE Phase IV INSET day!

The Midland Examining Group has very kindly arranged to look after me for the whole of *Saturday*, October 4, so I won't have to spend the day relaxing with my family. What's more they've even generously offered to pay me 7p per mile towards my travelling expenses in attending the meeting!

I sympathize with their difficulties in supplying me with a meal or reimbursing my luncheon expenses, and I quite understand their inability to pay me parking fees. No doubt parking will be quite easy and cheap in the centre of Bristol on a Saturday morning.

Isn't it nice to feel so confident that the teaching profession is being fully supported in the introduction of this important new examination?

R C JERMY
1 The Brush
Foxmoor
Stroud
Glos

## No credit given

Sir – I read with interest the article by Peter Burke of the Southern Examining Group about the GCSE exam (*TES*, September 26).

It is comforting to note that the group is hoping to save itself money by its proposed scheme of "accrediting" teachers as autonomous planners, implementers and assessors of the new exam. I have looked in vain, however, for a reference to any extra money.

Instead, we are told that the scheme is a recognition of our professionalism. Isn't it time that someone defined the term so that it means the same when referring to teachers as when referring to doctors and lawyers?

JANET E JENNINGS
Head of English
St Albans Girls' School
Herts

# Deaf and blind to dangers of audio-visual equipment

Sir – That there are physical dangers associated with audio-visual equipment has long been recognized. However, from your report (*TES*, September 12) it does appear that recent comments by the Educational Foundation for Visual Aids could be seriously misleading.

It would be wrong to assume that the use of new equipment, satisfying all the latest regulations, is necessarily free from danger or that electricity is the only hazard. The method and location of use and the adequacy of maintenance are at least as important as equipment design – death has resulted from a falling television receiver.

Even more serious perhaps is the repetition of the common fallacy that lack of money is the principal cause of such dangers.

It has always been the case that the selection, acquisition, operation, and maintenance of audio-visual equipment have received much less than adequate attention from educationists,

Out of touch: AV hazards

even in local education authorities with expenditures above average.

Only by inexplicable good luck has there been a low incidence of serious injury and death. There is no reason to believe that this good luck will continue indefinitely.

Educationally the price has been very high. Not only has little been done to develop the ability to learn from the audio-visual media but the bad example thus presented to the young has, understandably, been taken by some of them as further proof of education's being out of touch with the real world.

Your report's allusion to the need for organization beyond that which can be provided by a contractor is pertinent. No contractor can replace the educationist-led and educationally based, technical and administrative section which every l.e.a. requires to manage the provision and use of facilities for audio-visual communication.

The "faulty electrics" to which you refer, while serious, are only a small manifestation of a philosophy of education whose inadequacy permits neglect of audio-visual communication and entrusts too many decisions to persons lacking the necessary expertise.

ERIC ANDERSON
38 Freshfield Road
Formby
Merseyside

## Safety improved

Sir – Our experiences in school science laboratories makes us more optimistic about the safety of mains-operated equipment than the Educational Foundation for Visual Aids whose experiences with audiovisual equipment you report.

Three of our reasons for optimism are:

● Aided by bodies such as ourselves and prompted by local authorities such as the Inner London Education Authority, laboratory suppliers are continually calsing their safety standards;

● Most authorities have made some provision for regular checking of mains-operated laboratory equipment, involving the use of earth-bonding and insulation testers; some employ outside bodies such as the EFVA, others their own staff;

● Many have sent school laboratory technicians on courses, such as ours, to learn to maintain mains cables and plugs whose condition causes the EFVA concern.

However, our optimism is tempered by the knowledge that lack of resources is preventing these developments having their full effect.

D A TAWNEY
Director
School Science Service
Brunel University
Uxbridge
Middlesex

## Separate assembly

Sir – May I be allowed to respond to your remarks on the recommendation of the Parliamentary Select Committee on Education that Christianity should remain central to religious education in schools and the school assembly?

The all-party committee was unanimous in all its recommendations, including this one, but we were not unmindful of other religions being practised in our country – some of them on a substantial scale.

We feel that the "opt out" clause under which pupils of faiths other than Christian can attend an alternative assembly based upon their own religion is the best way to meet the rights and sensitivities of all concerned with this issue. By this means, children from all groups will continue to have a chance of understanding the culture under which our whole civilization has been built.

HARRY GREENWAY MP
House of Commons
London SW1

## Christian nurture

Sir – As one working in a Church of England aided school, may I comment on the statement made by the Bishop of Durham during his interview with Bert Lodge (*TES*, September 19).

I admire the vision shown by Dr Jenkins in his stimulating approach to theology. At last a bishop of some academic stature has sent us back to our theological drawing boards. Thus I was disappointed when he mouthed the out-of-date platitudes in his criticism of Church schools.

I would just single out one thing. He raised questions about the endorsement of "any form of particular religious education". Whereas it is true that many parents expect a degree of Christian nurture in a Church school, it is also true that the Christian school is often the standard-bearer for Religious Education itself. With less and less emphasis on the place of religion in life in schools here are a group of schools committed to the open investigation of that for which the bishop appears to care.

If being interested in religion makes one divisive, so be it.

It is no surprise that all Christian denominations can find a home in Church of England schools; equally, it should be no surprise that believers in other faiths may come to a Christian school because they believe the religious quest is worthwhile.

I am prepared to update my theology at the bishop's behest. I would like to think that Dr Jenkins was equally willing to bring his thinking on Church schools up to date.

Rev A R WEBB
3 Crown Street
Bury St Edmunds, Suffolk




## Elitism v breadth

Sir – In "Comment" (*TES*, September 19), you forecast that Mr Kenneth Baker will shortly announce the introduction of model élite schools in the major cities. These may be the so-called "Crown" schools, directly administered by the Department of Education and Science with HM Inspectorate-drafted criteria or schools with a science and technology orientation based on trusts and DES per capita grants.

But there is a *non sequitur* here. The DES has long canvassed the urgent need to ensure that all schools adopt a broad and balanced curriculum, covering the expressive arts and aesthetic activities just as much as the vocational and technological aspects of education. Again, HMI has argued that all children must encounter – at all stages of their education – nine areas of experience spread right across the curriculum.

Surely, these new élite schools must have a "model" curriculum? Any focus on a narrow area of the curriculum would be seen as a snub to the DES and HMI and could only lead to rejection of grant-aid. The curriculum for these new schools is of more than passing interest to us all.

NIGEL PROCTOR
Didsbury School of Education
Manchester Polytechnic
799 Wilmslow Road
Manchester 20

## No oversight

Sir – While it was pleasing to see the extensive coverage given to the Liberal Assembly proceedings on education (*TES*, September 26) I would like to correct one false impression that may have arisen as a result.

It is true that the motion passed does not include policies on special education and I accept that, given the comprehensive nature of the resolution, this may look like an oversight. However, your readers may be interested to know that the Liberal Party is already committed to funding the integration of children with such needs and to strengthening their rights.

The motion passed last year at Dundee called for, among other things, "adequate funding by central government to enable local education authorities to provide for those special education needs as stipulated in the 1981 Education Act".

In addition, I shall be moving several amendments to the current Education Bill in an attempt to tighten up the procedures for older children and for appeals as well as the new, centralized provisions for teacher training for integrated education.

CLEMENT FREUD MP
House of Commons
London SW1A



LETTERS

# Bait that stops special schools going under

Sir – Your front page article, "Special school staff may lose extra payment", (September 19) did not come as a surprise, since I was one of the delegates at the conference at which Mr David Hart spoke. I can, however, verify the gasps of horror and looks of disbelief, from the hundred or so delegates from all fields of special education, when he hinted that consideration would be given to scrapping the special schools allowance when talks on the Coventry agreement resume.

Having spent the first eight years of my career teaching PE in three secondary schools, and the past 15 years in special education – the first two of these in an approved school and the remainder in two emotional and behavioural difficulties schools, the past seven as headteacher – I would like to enlighten some of the employers and some union leaders, on the major contrasts in these three areas.

As a PE teacher, I never seemed to have any problem with discipline, and consequently stress, since a quick slipper on the backside seemed sufficient and acceptable to both pupil and parent. On my transition to an approved school, this and other minor methods of discipline suddenly did not work, and one had to learn how to take verbal abuse and deal with threats and acts of violence, so much so that I could willingly have slept for a month at the end of my first term.

Now as a head with a lot of experience, I find myself having to train new staff to cope with similar sorts of experiences that I encountered – some manage; other good teachers fail. Understandably, they refuse to take the abuse and threats, even though tolerance, patience and perseverance usually pay dividends in the forming of relationships with the most difficult of pupils.

When teaching vacancies have arisen at my school over the past seven years, I have never received more than three applications for either 1S or 2S posts. This term, for the first time, I have been able to advertise for a 3S post plus extraneous duties allowance within the authority – and I have received one outside application. What chance of recruitment will our schools stand in future, if there is no "bait to dangle".

I know that I speak for colleagues in other fields of special education, who regularly encounter situations which I myself could not face, such as teachers of severe learning difficulties children, who too often have to overcome the emotional stress of children dying.

Perhaps those employers and union leaders who feel that the SSA is now not necessary, would be best advised to spend a month or so in a special school - preferably teaching – before they arrive at a decision. The danger of this, however, might be that they may want to double or treble the SSA and even suggest a bigger staff/pupil ratio.

H PARTINGTON
Summersent Residential School
Ramsbottom
Bury

## Heads' burdens

Sir – J S Marsden's letter (*TES*, September 12) does seem to highlight the misapprehension teachers have about the duties and responsibilities of headteachers.

Although the points Marsden makes have some validity, the head of a department, however large, is only responsible for part of the curriculum no matter how many pupils, and in the case of subject specialty there is no responsibility for the pastoral care of children.

Headteachers do not have to attend parents' evenings; they actually arrange them and run them at their discretion and, of course, heads have other responsibilities. Responsibilities for non-teaching staff, cooks, cleaners, for the fabric of the building, to the governors and the public at large, and for hiring and firing.

It would seem to me that no matter how large a department, the limited amount of responsibility, however onerous, can never match the absolute responsibility for all that goes on in a school vested in headteachers. A pay differential of 2 per cent seems poor recompense for such a burden.

DAVID L HUGHES
Headteacher
Critchill School
Frome
Somerset

## Industrial design

Sir – Rick Rogers' feature, "Two for the road" (*TES*, August 29), could not have been a better justification for encouraging more design and technology teaching in schools. How disappointing, then, that he had to report such ill-informed notions that design and technology is "too theoretical, less focused and practical."

If the head of industrial design at Lanchester Polytechnic only looks at the CDT syllabuses on offer he would see that in most of them the practical requirements amount to about 50 per cent of the course. As for being less focused; it is hard to imagine how the "ideal subjects" of maths and physics can focus on industrial design skills more effectively than design and technology.

To round off the comments about qualifications for industrial design courses it is suggested that design and technology could be offered as a third A level, provided "the school has a good qualified teacher in this subject."

Are we supposed to infer that nobody worries how the acceptable A levels are taught, but just try offering design and technology and your teacher's credentials may well be looked into?

If those responsible for design in higher education looked more carefully at the CDT syllabuses and gave positive encouragement where the subject is taught well, the shortage of good industrial designers might not be so great.

D SIMON SMITH
Head of CDT
Colfe's School
Horn Park Lane
London SE12



Design notions: ill-informed

## Dyslexia debate

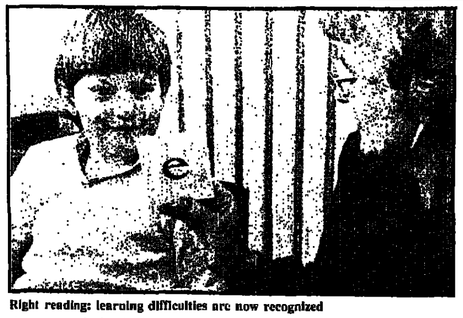
Sir – It will be obvious from our address that we are not neutral in the arguments concerning "dyslexia". However, one cannot allow such misleading and untrue statements as appear in Dr Woolfson's article "Dyslexia, the middle-class prerogative", (*TES*, September 19) to stand.

He comments that "Experimental results do not support this assumption" (that IQ correlates with reading). Actually they *do!* Demographic studies show a correlation of around 0.60 between reading and IQ. The whole point of diagnosis is the discrepancy between expected reading and observed reading attainment.

If one used the definition of dyslexia (1968, and now dated) given by Critchley, ie "definition by exclusion", it would be difficult to include children whose learning difficulties were due to adverse environmental factors. Current diagnostic criteria involve more positive features, as Woolfson outlined briefly in the article.

In practice, both Aston and Bangor criteria, along with other tests, are used by psychologists assessing dyslexia in our experience. Here the same child would be "diagnosed" as dyslexic or having a specific learning difficulty. Assessment procedures are really quite standardized.

It is also absolute nonsense to say that the human brain has one half for language, and the other for movement! "Movement" involves both hemispheres (eg the motor strip in both sides of the cerebral cortex).



Right reading: learning difficulties are now recognized

Anyway, such simple theories as lack of cerebral dominance, or faulty eye movements, are hotly contested as causes of dyslexia.

It is simply not true that "Every teaching technique suitable for the dyslexic non-readers is suitable for non-dyslexic non-readers". Research evidence shows clearly that the use of tracing, or kinesthetic memory techniques to help learn spelling patterns helps dyslexics but not other non-readers.

To dismiss the concept of dyslexia, as Woolfson advocates, is irresponsible. Central government saw fit to pass the 1981 Education Act in which the concept of dyslexic or specific learning difficulties is now recognized. Active steps are being taken by many authorities throughout the country to try to help this sizeable minority of troubled children.

The private sector, at its best, has always been an innovative force and must rightly take some of the credit for the successes which have been achieved in this complex area of special needs.

Dr M E THOMSON and
E J WATKINS
Joint Principals
East Court School for Dyslexics
Victoria Parade
Ramsgate, Kent

## Forget the labels

Sir – I would draw the attention of your readers to the newly established Royal Society of Arts diploma for teachers of children with specific learning difficulties. Piloted in 1985–86, the diploma has now received the approval of the Department of Education and Science.

Gillian Thomas in her article on the British Dyslexia Association diploma (*TES*, September 19) is certainly right when she states that teacher training in this area of education has remained at a very low level, both in college of education and in-service training. That is why the RSA specific learning difficulties diploma is so important to teachers throughout the country in local education authorities schools.

When the RSA officially launched the diploma in June, at the conclusion of the pilot year, the theme of the conference was "action for underachievers". The speakers were less concerned with labels (dyslexia/specific learning difficulties) than with those children who underfunction through the years of compulsory education – and often throughout life.

Dr Richard Woolfson said in the same *TES* issue: "Every teaching technique suitable for dyslexic non-reader is suitable for the non-dyslexic non-reader".

I have just completed the first RSA special learning difficulties diploma course and, as an experienced remedial teacher and adult literacy tutor, would strongly endorse Dr Woolfson's statement. Good remedial techniques should not be confined to the labelled few – we must ensure that they are more widely practised.

The RSA diploma, successfully piloted in Harrow, Hertfordshire and Worcestershire and shortly to be available in local education authorities colleges throughout the country, makes that more possible.

JACQUELINE FERMAN
Pheasants Ridge
Berry Lane
Chorleywood
Herts

## Population hoax

Sir – Let me assure Philip Meredith (*TES*, September 12) that I did not take the views presented in *The Great Population Hoax* at face value. As the author of a study of the American right, I am fully familiar with the attacks which have been launched on the International Planned Parenthood Federation and its national affiliates.

I thought that I had made the pedigree of the video clear and certainly had no wish to mask "The Responsible Society's" mentality, objectives or methods, with which I have no sympathy.

However, I did think that it would be helpful for readers to know what was in the video rather than dismissing it as simply another manifestation of the conspiracy theories held in some quarters of the right about population control, eugenics and sexuality.

One of the interesting aspects of *The Great Population Hoax*, it seemed to me, was the way in which it used demographic arguments, historical material and commentary from individuals such as Lord Bauer and Julian Simon to make controversial points which apparently contradict received wisdom.

Each of these arguments taken separately could be discussed rationally. What the video has done, however, is to weave them into a seamless web, which those who made it think points in the direction of opposition to population control.

However, the attempt to blacken the idea of family planning by associating it with eugenics and racial superiority doctrines is sufficiently crude to cast doubt on the way earlier arguments are used, just as the last part of the video – which deals broadly with sex education – makes the whole purpose of the enterprise clear.

Thus, while I agree with Mr Meredith that some of the material used in the video is misleading to say the least, I think that it is important for teachers to familiarize themselves with the kinds of arguments which are now being deployed by groups such as "The Responsible Society" as well as with their techniques.

The critical dissection of a video like this in a classroom context ought to stimulate discussion about a range of ethical issues as well as about propaganda.

It would be a pity therefore if those using the video thought that all the arguments in it were as easy to rebut as the one linking voluntary family planning with Nazism.

GILLIAN PEELE
Fellow and tutor in politics
Lady Margaret Hall
Oxford

## Abortion law

Sir – Mrs Madeleine Simms (*TES*, September 12) is quite right, that in the campaign for abortion in the 1960s a principal issue was that abortion should be "no business of judges, policemen or priests" and that this is nowadays incorporated in the slogan 'A Woman's Right to Choose".

She is also right that "we had not formulated it in quite those terms 20 years ago". In fact, precisely the opposite, since on page 188 of her book *Abortion Law Reformed* (1971) Mrs Simms records that in April 1967 Mr Alastair Service (then the Abortion Law Reform Association Parliamentary Lobby organizer) "wrote to 35 sympathetic columnists asking for their personal co-operation in correcting the impression put about by opponents that the Bill allowed abortion on demand".

Dr C B GOODHART
Gonville and Caius College
Cambridge

**Letters should be as brief as possible and typed on one side of the page only. The Editor reserves the right to amend or cut letters where necessary.**

## Lack of architects

Sir – From time to time your columns have commented on architectural education and drawn attention to proposals for cuts in the number of both polytechnic and university departments of architecture. I have just seen 33 advertisements for architects of all grades published by the RIBA Appointments Bureau, in the *Building Design* newspaper. It would seem that the lack of support for its educational system by the Royal Institute of British Architects does not logically fit the findings of its own appointments bureau for if its advertisements are correct, more places in architectural departments are needed to meet the demand.

J P FORD
28 Redhill Lodge Drive
Arnold, Nottingham

TALKBACK



MANAGING SCHOOLS

# The impact of IT

**Bob Chalmers**

In the same issue of *The TES* which gives the first-ever detailed description of teachers' duties was the statement "Learning to Live with IT . . . will have dramatic, unpredictable effects on teaching and educational structures". And yet, judging by the tenor of letters since, teachers still (understandably) think mainly of status and pay; so there is need as Dr Everard states (*TES*, September 12) for emphatic action that speaks to the condition of teachers and raises their eyes once more from the pay packet to the hills.

The pace of technological change should make teachers aware but not fearful of the changes that information technology may involve. It is just not something to be used in classrooms. Dr Everard makes the point that politicization of education is a major part of the problem, but if politicians cannot soon modify a craft-orientated industry employing multiskilled staff who are grossly overloaded, then technology may force their hands.

Parents may not like the changes, and they and other pressure groups wishing to retain traditional structures and approaches may loudly protest in spite of social and economic climates that insist on change. Leadership may come from outside, from technological change.

Surprisingly, Dr Everard, along with other writers on management in education, still retains the existing 150-year-old system and sees the individual school and its head as the focus and centre. His article makes no mention of cost, of productivity, nor of work simplification. Presumably these are all the purview of the head. Improvements in these areas may only be achieved by political decisions to alter the structure of the educational system in which the duties of teachers as detailed are shared out differently, by doing away with present multiskilled, multifunctional, individualized craft structure of the industry.

Work simplification and cost reduction (of time, not of money) might be achieved by local education authorities being made responsible for detailed course design for all subjects employing specialist teachers solely for that purpose. IT – interlinked l.e.a.s. would make at least one hundred different programmes available to each subject teacher so relieving him or her of the immense task of that part of preparation. Number and language work could be easily fitted into subject teaching even to the extent of blurring subject boundaries. Is it not absurd that thousands of teachers may be slaving away to produce almost identical course designs?

In a similar way, routine assessment might become the work for part of the time for groups of teachers who provided prompt results to more senior teachers for information and action. These assessment tests might also be centrally provided by each l.e.a. Class teachers could then carry out their specialist task of motivation and learning package design.

Individual schools see resources as personal property to be jealously guarded and used, or underused, as they think fit. The vast expenditure on equipment and books should surely be more effectively controlled by the l.e.a. using clerical workers and IT for inventory and stock control with powers of temporary redistribution to needy centres as required.

The head of a school would be primarily concerned with personnel and education policy and local public relations. The leadership would come from an effective l.e.a. management, this would modify its present purely administrative and overseeing roles.

Dr Everard puts the point that today's organizational structures are monuments to yesterday's problems. Perhaps information technology may bring about structural change just when teachers and some parents and


governors have only just come to terms with the published description of the outdated organizational structure given in the draft agreement.

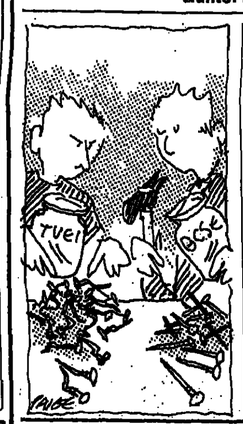
The problem is not so much one of the functional relationship between the Department of Education and Science and l.e.a. as between the l.e.a. and the schools under its control. It is here that IT may have its greatest impact.

*Bob Chalmers is a retired further education lecturer.*

GCSE

# The last nail in the coffin

**Günter Leman**




So, against all odds, GCSE courses have finally begun and comprehensive education is alive and well again. Or is it?

GCSE has been enthusiastically welcomed by everybody as the great unifier of secondary education, from the most progressive ILEA working party right down to the Cabinet at Westminster. This fact alone makes me rather suspicious, because only three years ago this same Government tested the water for the reintroduction of selective education which – to the surprise of many – was then rejected by the largely conservative parents of Redbridge and other areas.

While progressive departments all over England are beginning to tackle the mammoth task of 100 per cent teacher-assessed courses and more traditional ones are choosing examination boards with the smallest amount of teacher assessment, one fact is becoming increasingly clear: there is very little in GCSE that the least able can possibly hope to achieve. As far as biology with the Midland Board is concerned, there are no plans to award anything below a grade E until 1990.

It is surely no coincidence that the attempt to reintroduce selection three years ago coincided with the launching of the Manpower Services Commission initiative, which offered an alternative curriculum for 14-year-olds. Headteachers everywhere very eagerly joined the Technical and Vocational Education Initiative for two reasons: first, they meant a sudden and considerable influx of money into state schools, and second, they seemed to be more meaningful for the non-academic pupils.

Although TVEI was meant for pupils of all abilities it soon became obvious that it was chosen as a means to motivate the least able who often "switch off" halfway through the fourth year. However laudable these attempts to give new impetus to the secondary curriculum, the Government had nonetheless overlooked the most essential problem in the way of success: staffing.

One only has to look at the weekly pages of advertisements for CDT and science teachers to realize that the teacher shortage in these subjects is little short of a catastrophe. The problem was aggravated in some areas where TVEI organization sucked out of schools the very teachers who were crucial to the implementation of school-based vocational courses.

And now we read about plans for new technical "super schools" which would doubtlessly feed on the same minuscule market of CDT specialists who are still working in comprehensive schools.

What has all this to do with GCSE? I believe that it will soon become clear to many teachers in secondary schools that GCSE does not offer a realistic chance of success to a sizeable percentage of pupils.

In the search for alternatives, schools will look at predominantly vocational courses such as TVEI, City & Guilds and a junior version of the Certificate of Pre-vocational Education, exactly the kind of education which comprehensive secondary schools are not able to provide because of the acute shortage of staffing.

The only way to get these courses off the ground will be to pool the teaching resources in places with a strong vocational bias: colleges of further education or – why not? – new vocational "super schools". This kind of school has been in existence in West Germany for a long time where it represents the bottom tier of a highly selective three-tier system of secondary education.

In this country there will probably be only two tiers: but the least able quarter of the secondary school population will leave their comprehensive school to be prepared for life by vocational experts elsewhere.

Thus I believe that GCSE will be the last nail in the coffin of comprehensive education, and if Sir Keith is still around, he will have the last laugh.

*Günter Leman is deputy head at The Broxbourne School, Hoddesdon, Herts.*

BAD TO VERSE

# The revival of poetry

**Geoff Fenwick**

I found Adrian Greeves' article "What no 'daffodils?" (*TES*, September 19) depressing but predictable. In claiming that poetry is sadly neglected, he is in good company. Both the Plowden Report and the Bullock Report were pessimistic about poetry teaching and virtually every research paper on the subject has reached a similar conclusion.

Personally, I doubt the validity of many investigations. To ask a pupil "Do you read poetry sometimes, often, or never?" does not prove very much and it is surprising just how much research is conducted at that level.

What is more worrying is the effect that this plethora of negative conclusions might have upon classroom practitioners. To quote Michael Benton, poet and educationist, "If you keep telling teachers that poetry teaching is poor, then they will probably believe it". Benton sees no reason why poetry teaching should be either poor or neglected.

I would go further. For some years now, I have seen evidence in many schools that poetry is undergoing a revival. This is not just an off-the-cuff observation. For many years, I have directed a flourishing course in children's literature for teachers and another part of my job, co-ordinator of primary school teaching practice, has taken me into a large number of schools.

Mr Greeves claims that poetry in primary schools has become a jokey thing. I think that this is somewhat dismissive of the rich vein of humour which runs through British poetry. A liking for Dahl and Mike Rosen does not preclude an appreciation of earlier humorists like Edward Lear, Lewis Carroll and Hilaire Belloc. And if children read poetry, whatever its quality, there is no reason why their appreciation should not be extended to the words of Causley, Hughes, Farjeon and Frost.

If there is a weakness, it is that there are simply not enough courses for teachers who wish to share and extend their interest in poetry. Such courses are usually over-subscribed, but their organizers are sometimes not given enough encouragement. An obviously successful DES short course in 1985, for instance, was not repeated this year.

On a more optimistic note, it is now a DES requirement that a substantial amount of time should be devoted to language work on all courses of initial teacher education. There is thus some reason to expect that new entrants to the profession will have a working knowledge of poetry teaching.

There has been, in my opinion, a number of recent influences of benefit to poetry in schools.

First, poetry in general has become more popular. This is reflected by the huge number of entries for poetry competitions and by the success of poets as diverse as Pam Ayres, John Cooper Clark, Rod McKuen, Roger McGough and Philip Larkin. Poetry might still be a minority interest but it is one which is growing rapidly.

Second, *36 things to do with a poem* compiled by Geoff Fox and Brian Merrick and published in a variety of journals, including *The TES*, has helped many teachers to present poetry in a more attractive and varied way.

Third, there is the influence of Sandy Brownjohn who has perhaps done more than anyone else to improve the standard of children's poetry writing. Mr Greeves has obviously seen some evidence of her impact although he seems to think that there is an overdependence on acrostic and crossword exercises.

Brownjohn's books *Does it have to rhyme?* and *What rhymes with secret?* in fact offer a rich variety of poetry writing experiences but one has to be patient. Poets, especially young ones, take time to develop.

The Schools' Poetry Association has also been making its mark for some time now. Its journal, *Schools Poetry Review*, is full of useful ideas for teachers. Last year the association helped to organize Poetry Carnival, a nationwide festival of poetic happenings.

Lastly, there is the increasing emphasis on oral work in schools. Small group discussion is a useful part of this and is an activity to which poetry is ideally suited. Many teachers have been surprised and delighted to discover that not only are pupils ready to talk about poetry in this situation, but that their comments are insightful and refreshing.

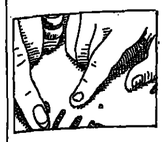
Perhaps we should be saying that there is much about poetry teaching in schools that is good. If we say it often enough, teachers will believe it.

*Geoff Fenwick is Director of the DASE Course in Children's Literature, Liverpool Polytechnic.*



FEATURES

# 'I want to give them what I never had'



## Can parents who are barely literate teach their children to read?

An unusual group started on a new course in Leicester earlier this year to teach parents how to help their children to read. Many of them were barely literate themselves and all had been attending some kind of adult literacy class.

Now after two terms on the new Partners in Reading course, they have learnt to recognize how they can help their children by stimulating interest in books, even if there is the odd word they cannot read themselves.

They have learnt about different reading schemes and above all gained the confidence to approach the school and ask questions. In some cases their literacy skills have improved as they struggle to get to grips with their own problems for their children's sake.

"I want to give my kids what I never had when I was a child," says one mother on the course who now, for the first time, sits and reads with her three children every night.

The idea of parents helping their children with basic skills such as reading is increasingly accepted and even actively encouraged in many schools. But all the same, there are still those who fear a child may be pushed too hard, too soon, or that a carefully structured reading programme may be undermined by persistent errors in the home.

These fears do not bother David Houlton, former primary head and now a lecturer in primary education at Nottingham University. He set up the course with his wife, Sue, an adult literacy organizer in Leicestershire, after a group of mothers in the literacy classes said they were worried about their children's performance at school – particularly in reading.

He believes parental help with reading can only increase motivation and says: "It's not a struggle for accuracy, more a struggle for meaning. For the vast majority, reading is not the complex exercise it is taken to be."

His view is endorsed by Leicestershire education authority who are keen for schools to take up the story method of teaching reading, which encourages children to read because they want to and are stimulated by lively material and their parents' and teachers' interest in books. This is a developmental approach, rather than one that relies on traditional skills-based schemes, and parental involvement is particularly welcome.

But such involvement is difficult for parents like Ros Walker. She is one of nine parents – including one father – on the course. "My daughter was always asking me 'how do you spell this or that' and I had to tell her 'I can't do it, Sandra'. I hated school. They always made me stand up to read and I used to stutter. In the end I used to skip classes."

For the past three years, Ros has been attending literacy classes. She comes from Saffron Lane, a council estate of some 6,000 homes with high unemployment. It is a grim run-down area, and to set up a course like Partners in Reading, the Houltons felt it was essential to go in on the parents' terms – establishing it at the Linwood Community Centre in the heart of the estate, so that a friendly informality would be its hallmark.

Right from the start the course has demanded a substantial input from the parents. It began by getting them to assess their children's reading problems and then asked them to find out exactly what they read. Answers ranged from the obvious tabloid newspapers, books and comics to catalogues and birthday cards. One mother noted: "I caught my son reading my family allowance book because he wanted to find out how long it was to his birthday and how much money I would have for his present."

Generally the group found their children were much more interested in reading than they thought and discovered a whole new range of reading materials in cornflakes packets and other everyday household goods. They also began to realize they were better equipped to help than they had appreciated.

The next step for the group was to look at some different types of approaches to reading in schools from the traditional methods of phonics and word recognition to colour coding for different levels and paired reading where the child reads alongside a teacher or parent.

Heads came to talk to the group and the parents went into schools. They also visited the library and found out about the "book bus" for lending, whilst a small library of suitable children's books was set up at the centre.

The parents learnt simple games to help their children with reading and the value of methods like using taped stories and developed materials to encourage their children to read.

One mother made a scrapbook based on her daughter's enthusiasm for *Thomas the Tank Engine*, also devising word puzzles on the same theme; another exploited an interest in guns by collecting leaflets from the local gunsmiths and using them for a set of worksheets.

The only father in the group discovered a whole new area of involvement with his four-year-old daughter when he made a picture-word book of everyday things to help her at the pre-reading stage.

The Houltons would like to take the course further, strengthening links with schools and giving parents more practical help. The course is funded by the adult literacy programme in the area, and the Houltons would like to see the idea taken up elsewhere, although Sue warns there will inevitably be some difficulty attracting parents.

Many, she says, are too concerned about their inability to fill in forms, write official letters or merely read the labels on the supermarket shelves to be bothered about reading with their children. Others, she believes, have so many other pressures to cope with that literacy problems come bottom of the list.

She also warns: "At first there was concern I might be treading on the toes of local primary heads."

But this fear seems unfounded and on the whole heads have been very enthusiastic. They are well aware of the literacy problems on the estate and are keen to involve parents who might normally stay away.

One mother, Pat Aldwinckle, who has four children, used to think: "They're the teachers, they're trained to teach the kids and I can't question their job. Now, I would."

It is this new found confidence which helps

avoid the situation described by one head. "The problem is that parents with literacy problems don't read to their children because they can't or don't have the confidence to try and so they carry on the circle of failure."

It is a confidence based on the central theme of the course which teaches parents that reading with their children is a partnership and involvement which inevitably extends beyond the pages of a story book.

**Sara Parker**

# First degree murder

## American degrees can get strangled in red tape if you retrain to teach one of the vital shortage subjects, Jeff Taylor finds.

Mrs Thatcher implored the people of the United States of America last spring via their nationwide breakfast television: "We like seeing you. We miss your friendliness. So please come. We miss you!" Thus did Mrs Thatcher go a-begging in an attempt to resuscitate one vital manifestation of the "special relationship" decidely comatose following the Libyan and Chernobyl debacles.

What Mrs Thatcher didn't say on US television was that if an American takes up her offer, and decides to stay and work here as a teacher, he or she should be warned: Mrs Thatcher may like you and your dollars, but she doesn't count your first degree as worth a dead parrot.

Not since 1982, at any rate, at which time the Burnham Committee took over from the DES the job of qualification assessment, considering hundreds of degrees from around the world. And 288 bachelor degrees from Aachen to Zululand were deemed up to British standard.

Conspicuous by their absence from the list as it finally appeared in Burnham P&S and FE (Primary and Secondary, Further Education) documents from 1982 were first degrees from the land of Old Glory, be they from Harvard, Yale, Stanford, MIT, Princeton, or my own Alma Mater, Rutgers.

My employer and union have confirmed for me that no US first degree is now considered up to British scratch, although a higher degree from most US universities will be given good honours degree status, thank you very much.

This means that even though your degree might have been diagnosed by the DES before 1982 as a healthy specimen of graduate equivalence, as was mine in 1975, you are now no longer a degree holder.

It is now, your employer and union will inform you in parrot fashion, defunct; it is dead: it is a non-degree.

In practical terms, this may or may not be of consequence if you hold an American degree that was recognized here before 1982 and teach here, depending upon your career plans.

Providing you aren't too ambitious and don't entertain any fantasies of moving, say, from school to FE, or perhaps vice-versa in anticipation of the forecast trend for more primary teachers, with a period of industrial experience or specialist training in between to equip you for such a move, and providing you aren't made redundant, you could conceivably live out your remaining career within the school or FE sector without ever losing graduate salary increments.

If your degree has already been recognized by the DES before the Burnham butchery of 1982 then you will continue to be regarded as a graduate for salary purposes only within your particular educational sector.

But beware the pitfalls that await you if you decide as I did to leave school for postgraduate training in order to teach the new technology at higher level.

With my training period complete, I found an institution to offer a newly-created lectureship in my new specialism (computer literacy) and I was hired as a graduate and given a provisional salary assessment that reflected my graduate status and previous pay.

After a month's teaching, the final assessment and first pay cheque indicated that although my PGCE and years of postgraduate training are recognized for increments, neither my degree nor the four years full-time spent in attaining it are, because of the first degree murder that took place in 1982, about which my employer was at first as ignorant as I.

It is perhaps necessary to suspend disbelief to countenance this, but although my employers cannot rightfully regard and pay me as a graduate because of the 1982 ruling, they can regard me as a postgraduate, giving me salary increments for my postgraduate training and certificate, neither of which could have been achieved without my first degree. Furthermore, I am expected to take on the additional responsibilities for which my postgraduate training has prepared me and required by my employers to teach and administer at a specialist level without degree salary compensation.

The DES refuses to comment on its 1975 letter confirming the graduate salary equivalence of my degree, but merely refers to Burnham who assess qualifications now. Furthermore, statements in the 1978-79 Burnham reports indicating the equivalence of school and FE graduate status which I had consulted before leaving primary teaching and which assured me that my graduate status would remain, the DES tells me, were "included in error" in those reports.

Burnham has turned down a request by my employer for a personal meeting, and repeats parrot-like that I must be treated as a new entrant to FE, because I did not transfer directly from school to training to FE without a single day's break, but was forced to follow a more circuitous route while waiting for a post in my new specialism to be created. Burnham states that I am to be assessed anew as if a raw entrant to teaching with no degree, rather than as an experienced teacher who has elected to undertake a period of further training in order to anticipate and meet curriculum needs.

At national level, my union, which was party to the Burnham agreement to discredit American degrees, curtly advises there is no case, although the possibility is still under consideration at regional level.

Beyond this, I have written in protest to the American Embassy, to my MP, and to Kenneth Baker, the Secretary of State of Education. The US Embassy's initial response is that it is "surprised that no one from the Embassy became involved" in this ruling against American degrees, and it is investigating further. The appeal to my MP may help, and even to the Education Secretary since, as former Minister for Information Technology, Mr Baker might be sympathetic to the plight of a teacher who retrained to teach the new technology, especially now as the Government is setting about an expansion of vocational training.

Quite ludicrously, if all else fails, I could return to teach in a school for a brief period (where my original degree recognition is protected, and which would therefore be a salary promotion), and providing I can manage to conjure myself directly back into FE, without a day's lapse, my degree status will have to be accepted in that sector.

So I am mounting a Yanks-stay-home campaign, telling my friends and acquaintances back in the States exactly how this British museum that is England has lost its charm.

Above all, I am warning American-degreed teachers about the dangers of being underpaid, undervalued, and over here.

FEATURES

# What you wanted to know about promotion

**Upwardly mobile teachers face the battle of the bulge, the queue of colleagues in their late thirties waiting for others to get on – or get out, Sarah Farley reports. But there are signs that competition for the top jobs is not as fierce as expected.**

Peter Earley, who is studying teachers' careers patterns at the National Foundation for Educational Research, says: "Head teachers often tell me they have just lost half-a-dozen of their best staff, so there is obviously movement in teachers' appointments."

But who is going, where and at what rate? Those questions are all of interest to teachers casting an anxious eye at the next rung of the ladder, especially if they are on Scale 2 and aged 35 to 39.

For there are 77,106 teachers in this age group, 40 per cent of them creating the biggest Scale 2 bottleneck ever. And looking up at this huge obstacle is the smallest-ever recorded proportion of Scale 1 teachers. Though 96 per cent of the under-25s are on this scale, there were only 14,614 of them in 1985 according to the latest Department of Education and Science figures.

So what are the chances for teachers in their twenties or those who have gained experience, achieved Scale 2 and are looking at the prospects for the next 10 years of their working lives? Are they destined to be frustrated by the crowd of men and women not much older filling all the senior posts?

The bulge of 35 to 39-year-olds can be seen in higher up posts too: they are the largest age group on Scale 3 in secondary schools, and in primaries there are more deputy heads of this age than any other.

Promotion for these, and therefore those below them, clearly depends on the rates that others get on – or get out.

At the apex of the promotions pyramid are headteachers. Not surprisingly, in both primary and secondary sectors, most teachers promoted to headships had previously been deputies; in 1981–82, 1,325 deputy heads got their own schools compared with 327 from other grades.

But those wondering if a headship is on the cards for them have to contend with a number of jokers in the pack. How quickly schools are reorganized and closed as school rolls fall and the rate at which present incumbents take early retirement are just two.

The DES hazarded a series of guesses in 1984. "Numbers of promotions to primary school headships are projected to decline considerably between 1980 and 1985 but then rise to a level of about 1,000 a year in the late 1980s and early 1990s.

"In the secondary schools, the numbers of promotions are projected to fall to about 250 a year in the mid and late 1980s, but then rise to about 350 a year in the early 1990s." Unless there are deliberate moves to increase or decrease the numbers of senior posts in schools, the opportunities for deputy headships and the like will probably follow the pattern of headships.

The actual numbers of senior posts falling vacant – and the competition to fill them – depends largely on whether the rate of early retirements continues to rise, and on how many younger teachers also leave the profession.

In the 10 years to 1985, the largest groups of teachers leaving the classroom before retirement were the under-35s. But in the same period, there has been a dramatic growth in the numbers of older teachers taking early retirement; the proportion of 55 to 59-year-olds leaving the profession has trebled.

One official source suggests that in 1984–85, while 4,266 teachers (including further education) went at retirement age, 10,712 took retirement prematurely. For both men and women, 55 was the age most teachers chose to retire. And there is some evidence of higher rates of attrition (or is it better pension prospects?) among heads. When one authority announced an early retirement scheme, a third of its secondary heads applied.

Overall, however, the percentage of all teachers leaving the profession before 60 appears to have remained constant at about nine or ten per cent for women and five or six per cent for men over the past decade. The increased rate of early retirement has been offset to some extent by the decreased tendency for younger teachers, particularly women of child-bearing age, to leave the profession (see graph).

It is too early for any sign in official figures of the much-talked-of flight from the classroom of disgruntled teachers, in the wake of the industrial action.

But there are some signs that – despite plummeting school rolls, which ought to mean prospects for promotion are also falling – opportunities for advancement are actually increasing at the moment. And there is some evidence as well that competition for the top jobs is not as fierce as might be expected.

One survey found the 314 secondary headships were advertised in 1985; 48 of them were subsequently readvertised – presumably because of insufficient response from good candidates. Vacancies were 13 per cent up on a similar survey the previous year and the rate of readvertisement was up over 50 per cent up.

The Inner London Education Authority has taken to advertising primary headships nationally to attract more candidates and had to readvertise five out of nine vacancies for secondary headships last year. A quarter of the headships in outer London boroughs were readvertised, two thirds of the readvertisements appearing more than once. And even rural areas reported fewer applicants and more readvertisements.

In all other grades, too, the demand seems brisk. Over the last two years, though the effect of falling rolls was increasingly felt in secondary schools, and continued in primaries, advertisements for all teachers' jobs increased substantially. Last year, there was a 25 per cent increase in *TES* advertisements for teaching jobs and this year the volume has grown again by an estimated 20 per cent.

The ambitious often feel they need to spread their net wider and be prepared to move for a job. In fact, most headships go to candidates from within an authority, though whether this is the result of inside advantage or just that candidates are more likely to apply for local jobs is not clear.

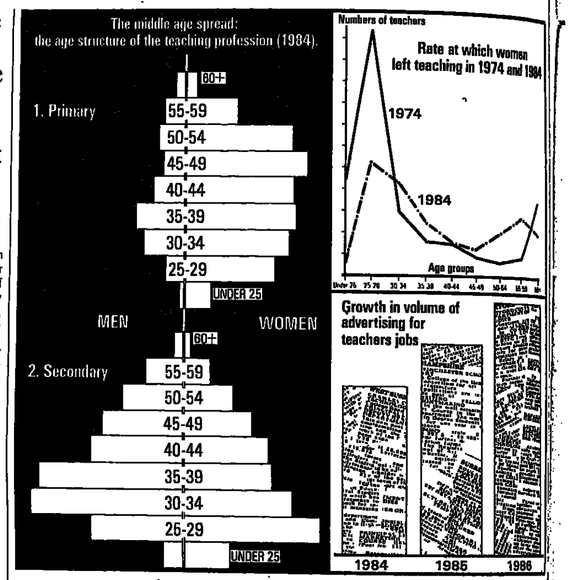
There is proportionately more movement among teachers looking for secondary headships. In 1981–82, 126 teachers obtained secondary headships outside their authority compared with 190 within. At the primary level, 207 heads were appointed from outside but five times as many (1,129) were promoted within their authority.

This difference may be the result of local advertising or related to the higher proportion of women teachers in primary schools. Peter Earley says: "As women tend to be more constrained by family ties, they are usually less keen to move their work far from home."

But with limited numbers of senior posts to apply for at the top of the pyramid, if you are willing and able to move there are more jobs to apply for. However, Peter Earley warns: "If you move to the south-east, you would need a good promotion to offset the higher cost of living and housing."

In the primary sector, men (24 per cent of the teachers aged 30 and over) take 56 per cent of the headships; in the secondary sector, (where 58 per cent of the teachers aged 35 and over are men) they take 84 per cent of the headships. The ratio of men to women heads in mixed secondary schools was 13:1 in 1977; by 1983 it had reduced to 10:1.

The smaller figure for women heads is the result of fewer women applying for the jobs, according to Geoffrey Partington (*TES*, August 22): "Virtually all local education authorities in England and Wales report very much higher numbers of applications for headships and deputy headships from men than from women and claim to appoint a higher proportion of women than men applicants who fulfil basic criteria for such posts."




Geoffrey Partington refers to research into career patterns of 431 headteachers, part of which compared men with women, some of whom took a break to have their own children, and others who did not. He finds that "the advantage for men is greater in primary schools than secondary schools".

The mean time to headship for men in primary schools was found to be 14.5 years; for women without children, 18.2 years; and women with children, 20.8 years. In secondary schools, the mean time was 17.5 years for men; 19.8 years for women without children; and 21.8 years for women with children.

The subject taught plays a part in promotion prospects, especially at the secondary level. "You have only to look at the job adverts in *The TES* to see which subjects are those in demand," said Peter Earley. "If a headteacher has two equally suitable applicants for a deputy headship – one from the history department and one from the business studies department – the chances are that the business studies teacher will be appointed because that leaves the way open for another teacher in that department.

"Business studies, along with maths, science, and CDT, are the subjects for which there is a shortage of teachers and pressure on schools to expand the departments. English, humanities, PE – they are oversubscribed. But modern languages is becoming a more difficult area for recruitment and therefore promotion prospects are improving."

It ought to be possible to show statistically whether one subject area or another is more likely to result in headship. Colin Morgan, who directed the POST project which looked into the appointment of head teachers, says he can find no research on this. But there appeared to be bias towards arts candidates when he was observing secondary head appointments in the early 1980s. This impression is reinforced by that given by the qualifications of existing secondary heads published in education directories.

Of course, not everyone wants to climb to the dizzy heights. Many are content to do the job they do, as long as the money is right and there is a fair amount of stimulation and activity in the school. Good teacher appraisal schemes could both enhance a current job and improve career possibilities.

The most significant effect of the Coventry pay and conditions deal on teachers' prospects is probably the sweeping away of the frustrating Scale 1, 2 and 3 hurdles. These would be replaced by the single Main Professional Grade with yearly increments which might make staying in the classroom a more attractive proposition.

There are also a number of new jobs appearing in schools, in the guise of co-ordinator for this or that special responsibility for that. "Low-attaining pupils" programmes are an area that seems to offer new responsibilities for English and humanities teachers. Or it might be staff training co-ordinator. Such posts are usually Scale 3 and headteachers are encouraged by TRIST and INSET funding.

The front runner in the co-ordinator stakes is the Technical and Vocational Education Initiative. Patricia Sikes, its evaluator with the Open University, and secondment tutor at the counselling and career development unit at the University of Leeds, believes there is much scope for advancement in becoming a school's TVEI co-ordinator. "Teachers with an entrepreneurial streak can often benefit from being involved with TVEI," she said.

"Not only does it upgrade them to what is usually at least a Scale 4 post, but it also gives them the opportunity to apply for TVEI co-ordinator posts in other schools. There is also the chance of becoming a local TVEI scheme co-ordinator, either on secondment or as a fixed contract, for five years. These posts carry the equivalent of headteacher scales, so for teachers who want a change from headships, or prefer not to become a head, they really offer a good alternative."

Some teachers move out of teaching in schools to become lecturers in colleges of further education. Here again, market forces dictate an easier move for teachers in business, science and technology and technology subjects, especially information technology. A stint in industry or commerce is usually a necessary qualification.

The Manpower Services Commission's Youth Training Scheme has increased the demand for teachers but the fixed contracts are a disincentive to many.

Another move out of teaching is into the local advisory and national inspectorate services. David Whitbread, under-secretary for education at the Association of County Councils, commented: "As there are only 475 HMIs altogether, most teachers set their sights at the local service. But the chances are still slim. In a typical county, there are, say, 8,000 teachers with perhaps 20 advisers.

"There is the possibility of becoming an advisory teacher, on the equivalent of Scales 3 or 4. These posts are usually for subjects such as PE or music in the primary sector, and for subjects which have not yet been built up in secondary schools, such as information technology. It's not a very wide avenue in itself, but virtually all recruits to the inspectorate are from teaching and advisory teaching."

At least teachers know who the competition is: other teachers.



FEATURES

# . . . but didn't like to ask

**Have you got the strategy for success? Nick Baker probes the secretive and arcane world of applications, references and interviews**

Teacher's promotion is a thorny subject. While many schools have an active staff development programme, the subject of promotion – and the minefield that has to be crossed to get it – remains clouded in mystery.

Is there favouritism or even corruption? Is the helpful teacher serving you coffee in the staffroom, just before you go in to be interviewed, making secret notes about your "off-duty" behaviour? Are there questions that you shouldn't answer at interview? It's sometimes hard to get answers to questions like these, in an atmosphere where cards are played close to chests, axes ground to razor sharpness, backs are vulnerable to being put out – or even stabbed.

With this atmosphere in mind I consulted a panel of experienced – but necessarily anonymous interviewers of staff to answer hitherto unaskable questions. They included a recently retired head of a large London comprehensive, the head of a large comprehensive in the south Midlands, a governor with experience of appointments interviews over ten years, and the deputy headmistress of a large comprehesive in the Home Counties.

**● Should I ask to see the reference my head writes about me in support of a job application?**

By and large, you should ask to discuss the reference – before it's written. In this way you can bring the head up to date about what you've been doing in the school, and find out what sort of thing is going to be written. It's up to the head whether he or she shows it to you: some will, some won't. Sometimes a very short reference will imply that the head hasn't got a lot of good things to say about you. Look out for euphemism. "Mr Smith is usually punctual" will inevitably be taken as "Mr Smith is a lousy timekeeper."

**● Do heads deliberately tarnish the image of a teacher they'd like to keep, or overpraise one they'd like to get rid of?**

Only one of our panel admitted to having practised the overpraise technique, and then only once. He points out that heads are unlikely to do this about candidates applying for jobs within the same borough as their existing school – for fear of a comeback from a close colleague. Deliberate tarnishing is far less likely to happen. Heads are genuinely interested in their staff's career development, and enjoy basking in the reflected glory of a "star" who gets promoted away from his or her school.

The general consensus among panel members was that exaggeratedly good or poor references are written for devious purposes, but rarely. Staffroom rumour – often flavoured with sour grapes – overestimates the extent to which this goes on.

**● Do heads exchange information about candidates over the phone?**

Yes. One head says that he makes it a rule. Sometimes, particularly in May, it's simply a matter of speeding the reference procedure up, and it is agreed that heads are more frank and to the point over the phone, so there's an added reason for applicants to apply as early as possible. Often a head will end a reference: "If there is anything else I can help you with, please ring me."

**● Should I ask my head to read my application before I send it off?**

Yes. Don't be fooled by apparently "relaxed" situations, and don't try to take advantage of them. Work hard at being "natural".

**● Should I exaggerate on my application to get myself shortlisted?**

Only if you are prepared to carry on exaggerating at the interview. Don't refer to anything that you are not able and prepared to answer questions on. Governors particularly are often desperate for something to ask in interviews and jump at the opportunity to question you about something they can understand like your bogus claim to read, go to theatre, or hang glide as a hobby.

The governor on our panel was also mildly apoplectic about poor presentation, spelling and grammar in teachers' applications, as governors are want to be, apparently. The moral is clear. Leave yourself time to write your application and re-read it again a few days later. Better still, even if you regard it as personal and confidential, get someone else to read it through and make suggestions before you send it off.

And do yourself and the interviewers a favour: type it. One teacher who mentioned an interest in computers and word processing in a barely-legible, handwritten application, wasn't called for interview.

**● Promotion points are in the offering at my school, and I've got genuine financial problems. Should I claim personal need to back up my case for promotion.?**

Gratifying unanimity from the panel on this subject. Only in the rare case where candidates are neck-and-neck in other respects is personal need a criterion in promotion decisions.

**● There is to be an interview day at my school for a fairly senior post. Both internal and external candidates are to be considered. A colleague has opened a book on the outcome. What are the finer points of form to be taken into consideration in picking a winner?**

It's a rule of thumb that internal candidates, providing they're well-qualified, start with a better chance. Sometimes, it's a foregone conclusion who's going to be appointed and the interviews are a formality insisted upon by the local authority. Don't take popular support at staffroom level as an indicator. Senior staff opinion is more important. Study previous decisions. One member of our panel appointed an outsider against what he felt to be popular support. He knew that the candidate would have to excel to win the staff round. He turned out to be "a dodger" – in fact, an example of deliberate "overpraise".

Internal candidates for pastoral-type jobs have an advantage because they're likely to have a close knowledge of the school and its pupils. On the other hand, new heads may want to recruit their own teams. Watch out for the "new broom" phenomenon.

Finally, it's unfair to try and influence the result from the sidelines. One panel member reported that an external candidate running against an internal favourite withdrew, largely because of the ill-feeling he detected from members of staff he came in contact with during the interview day.

**● I'm worried that in a forthcoming interview I'm going to be asked whether I intend to start a family.**

A pragmatic suggestion for women teachers who want promotion and babies: don't get married. You're less likely to be asked the question if you appear on the form as single. If you are asked the question, you can either politely decline to reply, extol the virtues of motherhood as a way of understanding children better (particularly if there is a woman on the interviewing panel – watch out for wedding rings here) or better still, go for a more nebulous response. Tell the panel how you see yourself in, say, five years' time, and stick to teaching matters in your answer.

**● Should I seek promotion by taking on extra work in the hope that I'll eventually be rewarded for it?**

Yes. Again, unanimity from the panel. One member agreed that teachers get "used" in this way, and the general consensus was that, while extra work and responsibility are always extremely useful in the promotion stakes, there's no substitute for classroom talent.

It may be more worthwhile, particularly in your early years of teaching, to be seen to be developing your professional skills by going for more in-service training and added qualifications. If you do choose to give extra effort, make sure it's connected with your promotion plans. For example, take on an extra administrative task connected with your subject area rather than volunteering to coach the swimming team. Don't take on too much, and regard "deals" with suspicion.

**● How much dishonesty and corruption is involved in the promotion stakes?**

Hard to quantify – there are certainly some dark dealings on both sides of the interview desk. One head reported that an avowedly "committed Christian" appointed as a head of department had forged both a distinguished military record and an excellent set of academic qualifications. He had to be summarily dismissed. There were stories of political discrimination with blame equally divided between left and right-wingers. In the 1950s, one panel member, then in local government, let it be know he was going into teaching. He was immediately invited to become a freemason. He declined.

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A few months after Mr X took up his new post, a head of secondary school found himself of having to appoint a new female deputy. Wanting to give his staff the feeling they were involved, the head arranged, as part of the prospective candidates' interview day, a "meet-the-staff" tea for all heads of department and above.

The staff were delighted with their new head's apparent openness, not least because one of their colleagues, with long experience in the school, was the only internal candidate for the post. The four or five candidates duly mingled with the staff, exchanging pleasantries over home economics tea and cakes.

After the candidates (including the internal one, who had much support from her colleagues) had left, the head convened an impromptu head of departments' meeting. "Well, what did you think?" he asked.

There was a stunned silence. Nobody had expected to have their views canvassed on a senior appointment, particularly on the strength of such a short encounter with the candidates.

Eventually, a fairly long-serving male member of staff broke the silence, putting forward the view that one candidate, appreciably younger and more "modern" than the others, was wearing too much perfume. He thought that a senior teacher responsible for girls' welfare should be more restrained.

A row broke out on the subject – a predictable row which ultimately had nothing to do with the selection task in hand. Needless to say, the perfume-wearer didn't get the job.

But the row had overshadowed the staff's support for their colleagle. She didn't get the job either.

Two internal candidates were to be interviewed for a scale four pastoral post in a north-east comprehensive. The interview panel was to be comprised of the head teacher, an adviser, the chairman of governors (Mrs Y) and the school's first deputy, Mr Z. Mr Z was to be of particular use, because his experience of the candidates and the school was longer that the head teacher's. In fact, the adviser and the deputy had previously agreed that one candidate was much stronger than the other, and the result of the interview was virtually a foregone conclusion.

But when Mrs Y arrived and saw Mr Z, she asked: "What's he doing here?" The head explained that it was a practice to have the first deputy in the interview. Mrs Y announced that Mr Z could take part only as observer. He couldn't ask the candidates any questions.

During the questioning – led by Mrs Y – Mr Z noticed she seemed to favour the less-fancied candidate. This candidate was an active member of the political party which Mrs Y represented on the local council. However, Mr Z sat in enforced silence during the interviews and ensuing discussion, a silence only relieved when the adviser asked him a direct question. Constrained by politeness, Mr Z gave an answer which gave the final impetus for the adviser and the head to outvote Mrs Y. Mrs Y tore up her documents and flounced out of the office.

The first deputy, claims that as a result of these events he was blacklisted: an official of the local authority confided to him that Mrs Y – also a member of a subcommittee responsible for drawing up shortlists of potential heads from within the authority – was blocking his applications for local headships.

# Significant twists

### By Martin Fagg

**The Oxford Book of Political Anecdotes. Edited by Paul Johnson.**
Oxford University Press £10.95. 0 19 214121 X.

Anthologies are like parties: one looks round for the people who aren't there as well as for those who are. There are lots of absentees from Mr Johnson's gathering whom he might well have invited and whom one would have liked to see again; but when the actual guest-list is as rich and well-assorted as it proves to be here, it would be churlish to complain.

His introductory claim that political anecdotes however garbled "are a valuable source of historical truth" is unassailable. One could say that they are often a *more* valuable source of historical truth than conventional records in that they probe to the very heat of pesonality in a way often unattainable by orthodox documentation. In fact, it is only if an anecdote is felt by colleagues and contemporaries at large to embody some essential and characteristic insight that it stands much chance of becoming permanently circulating anecdotal coin. Thus, when Disraeli, visiting Dalmeny, Rosebery's home, entered his profession in the visitors' book as "patriotism" and Gladstone later wrote "apprentice" in the same column, they were telling us far more about themselves – if only about their affectations – than many pages of Hansard could disclose. This little gem, from Robert Rhodes James' "Rosebery", *has for me far more anecdotal lustre than some of the rather dull Gladstone/*Disraeli extracts that *Mr Johnson prefers to it.*

Mr Johnson's working definition of anecdote is elastic enough to embrace sizeable chunks of Hansard and excerpts from other speeches, notably Daniel O'Connell's glorious verbal mugging of Disraeli. This, with its assertion of Dizzy's direct lineal descent from "the impenitent thief on the Cross" and a host of other pleasantries, shows to what a pallid and anaemic level political invective has dwindled in the 20th century – at least since Lloyd George.

Some of the editor's inclusions are more full-blown biographical episodes than anecdotes which are, of their essence, brief. Several of these lengthier passages fail to earn their space, especially the egregious Richard Crossman's diary account of how he, Aneurin Bevan and Morgan Phillips lied in court to get libel damages out of the *Spectator*; and an interminably repetitious slice of Sir Patrick Hastings' cross-examination of the luckless Harold Laski during the latter's failed libel action in 1945 against the *Newark Advertiser*.

Given Mr Johnson's current political persuasion (though in his introduction he recalls that as a young socialist he was so high-minded that he could not bring himself to smoke the *de luxe* cigar provided by a millionaire luncheon host) one hardly expects a good anecdotal press for figures of the post-war Left; and, sure enough, they come across as for the most part arrogant, time-serving, intriguing, indecisive and inept; though Barbara Castle is seen to possess an engaging gift for self-mockery.

Two deadly little stories under the heading "A Canny Crofter's Grandson" impale the very rich Macmillan's amazing financial carefulness; and it is the lecherous blackguard or "Goat" side of Lloyd George that is principally illustrated. J M Keynes' wonderful evocation of Lloyd George as a rootless, amoral, prismatic magician is also included – but this again is descriptive analysis, not anecdote proper.

I detected few imprecisions, though Ramsey Mac's resignation is twice antedated by a year; and Attlee's limerick about himself (the only immodest act of a notably unassuming career) is mysteriously not printed as such.

The funniest anecdote of them all? For me – Beaverbrook's priceless story about the Coalition's council of war at Cannes at the end of 1921. Sir Laming Worthington-Evans argues irresistably for an immediate appeal to the electors. He concludes dramatically, and Lloyd George seems just about to give the word – when, suddenly, an unnoticed parrot screams "You bloody fool! You bloody fool!" Gales of laughter. No decision – and history, possibly, given a significant twist.

# OLD SWEATS

### Gerald Haigh writes in praise of National Service

***The Best Years of Their Lives: The National Service Experience 1945–63. By Trevor Royle.***
*Michael Joseph £12.95. 0 7181 2459 6.*

My dad took me to Barnsley station, on Thursday September 15 1955, and he regularly recalls, always with that air of fresh remembrance familiar in the very old, how after taking his leave he sneaked back for another peep at me round the corner of the platform. I went to the Royal Signals at Catterick, where I trained as a soldier and a clerk, and then via the transit camp at Chester I went by troopship to Singapore where, in a small office every detail of which is still vivid within me, I wielded my typewriter in the service of the Queen. I went in as a private soldier – a Signalman to be more precise – and I came out bearing the same rank, my confidential reports declaring my lack of suitability for any sort of leadership. I was tall, thin, bespectacled, unmilitary and very homesick, and when the Singapore Transport Company buses went past the end of Tyersall Road, I used to imagine, with a tangible pang, that I might get on one and buy a ticket to Hoyland Common.

I longed for release, and like all the National Servicemen in Royle's book I kept my countdown calendar. And yet, again like the men in the book, when the end came I stood with my travel warrant at Chester station and felt deeply sad to leave the friends I had been with through it all. Even as I write, my Far East Land Forces shoulder flash is on a bookshelf near me, my General Service Medal is in the desk drawer, and safe within me, as certain as the mental imprint of my regimental number, is the knowledge that I did what I did. As a boy of 18 I marched on sparkling frosty mornings to a regimental band; I saw the setting sun with Gibraltar to one side and Africa to the other; I ate fearsome curry in Zam-Zams on the Bras Basah Road; I lent money to Signalman Quelch, who promptly deserted to the arms of his Chinese girlfriend. Compared with all this, a YTS Course, or three years at Brighton Poly are, as means of helping the young to mature, about as effective as teaching them to plait sawdust.

The deeply paradoxical nature of National Service – that it was often a monumental waste of time, but that it had a permanent and generally beneficial effect on all who did it – comes out very strongly in Royle's book. He traces the history of conscription, leading up to the National Service Act of 1947, and then tells in absorbing detail how conscripts were used in the three services up to the time of the demob of second lieutenant Richard Vaughan, the last National Serviceman, from the Royal Army Pay Corps on May 13 1963. The facts are illuminated throughout by the firsthand accounts of servicemen, who combine

to show the almost insane contrasts which lurked between the various places where National Servicemen marked off their 730 day wallcharts. Senior Aircraftman David McNeill, unlike the many in the RAF who never even saw an aeroplane, had the occasional flight in an ageing bomber. "I also saw unforgettable things which could not now even be seen by a millionaire with time on his hands – the misty coast of Cornwall from a Lancaster on a spring morning, the Cathedral of Mosta before the tourist invasion and the last serving Spitfire climbing into an eggshell blue sky over Grand Harbour."

Lance Corporal Jim Laird, on the other hand, did his two years in Korea, "Something hit the back of the trench and I went out like a light." When he awoke it was to the reality of 44th MASH, then Stoke Mandeville, and life in a wheelchair.

Old sweats will delight in picking small holes in the book. Surely it was not Section 10 of the Army Act which defined "Conduct prejudicial to Good Order and Military Discipline", but Section 40, (later Section 69)? And when you were called up into the Signals you did not go to one of six Training Regiments which Royle lists; you all went to 7TR, going on to the others for trade training. And though Royle says the trooper "Empire Orwell" was on the Middle East run, she certainly took me to the Far East in early 1956. Small points, but this claims to be military history after all.

What a different world Royle reminds us of. It was a time when young soldiers could be taken to watch thermonuclear bombs going off, with no protection other than advice to cover their eyes with their hands. "We could see all the bones in our fingers." It was a time when ten bob was a lot of money and six pounds was a weekly wage, a time when to be 18 was to be gawky, eager and very very inexperienced. Against that background, National Service was what so many needed. It was an escape from parochial surroundings, from mother's Sunday dinners, from a treadmill which led from the school gates into the same factory where your dad and your brothers worked. It was a way of leaving home in a way which brought credit rather than suspicion and when you got to Catterick, or Aldershot, or Padgate, you suddenly discovered that Johnny Biglad round the corner who always made you feel small back home was, in fact, very minor potatoes indeed.

The Eighties are manifestly not the Fifties, ten bob is what the *Sunday Times* costs, and we now have the UEA, Greenham Common, the Pill and Alan Bleasdale. But youth still has its treadmills and its Johnny Biglads, to say nothing of mum's Sunday dinners, and all of us must yearn for a system which would help our young folk to see something beyond. As Royle says, in his discussion of whether we still need some form of service for young people, nobody in his right mind wants National Service back in the form we had it then. I cannot easily forget the gratuitous sadism of some NCOs in basic training, or the sight of a 19-year-old boy falling unconscious from drink out of a taxi at the camp gate, or the archaic and feudal division between officers and other ranks.

If only, though, there were some way to recapture for both young men and young women the feeling of being away from home, of depending upon each other, of discovering the faults and virtues within self and fellows. In my billet at Catterick there was a boy from Eton, a gentle and generous farmworker from Norfolk, a streetwise Liverpudlian, a . . . well, there were about 20 of us, all different. It never happens today, and such is the polarization that is being inflicted upon us, we need it more than ever. Royle quotes David Owen who, in 1984, called for a scheme whereby young people could serve the community for a year after school. Provided that it involved leaving home to live in community with others, then we ought to do it. Mind you, someone would have to build in an absolutely waterproof way of stopping the public schoolboys from inventing officers.

*An exhibition, "The Best Years of Their Lives: the National Service Experience 1945–63", is on display at the Imperial War Museum, Lambeth Road, London SE1 until May 1987. 10am–5.50pm Mon–Sat; 2pm–5.50pm Sun.*

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# The lightning flash

### Josephine Gardiner on the power of irony

**The Alluring Problem. An Essay on Irony. By D J Enright.**
Oxford University Press £12.95.

Before I had put pen to paper, I thought it might be nice to begin this review with a recent ironic anecdote of my own experience. I hung around hopefully, pen poised, but Fate refused to be tempted. So, I shall have to be content with a piece of second-hand information provided by a television programme; apparently the spaceship Voyager, which is currently racing boldly into the darkest corners of the universe, carries a message of brotherhood and greeting recorded by Dr Kurt Waldheim. Whether or not a trace of irony is discernible here is both a matter of personal opinion (the programme's narrator did not express one) and of geography, for it seems unlikely that the message will provoke many rueful smiles among the little green men.

Irony presumes the existence of a double or multiple audience, of which only a section will be able to see the joke. On this Mr Enright is in agreement with the *Concise Oxford Dictionary* and *Fowler's Modern English Usage*, but this is about as far as he is prepared to commit himself on the matter of definition. Most people can recognize irony in practice, but any attempt to define irony, to pin it down or systematically abstract it from its satirical, cynical, humorous and sarcastic stablemates will serve only to underline its slippery and elusive character, as any teacher of English Literature will tell you. V S Pritchett said that satire, for instance, is "anger laughing at its own futility", but Mr Enright points out that this applies as well, if not better, to irony.

Rather than trying to clarify the distinctions between irony, satire and Julian Barnes' "well brushed, well educated coincidences", Mr Enright invites his readers to observe how shadowy these distinctions can be. He explores *the ironic* mode by dissecting a wealth of thought-provoking and often highly entertaining individual examples from literature and life. The aim of the book, and the "problem" of the title is to judge the effectiveness of the "lightning flash" of irony on the landscape of life by looking at the after-image by which we are enlightened. Through its deployment of the unexpected and avoidance of the obvious, irony, like poetry, has the power to shift the perspective and locate significance, and it is this quality which Mr Enright finds so seductive.

As he deals with real life ironies, Mr Enright tells some good jokes. There is the story (reported in *The Times*) of the woman who, in a suicide leap from the 19th floor, landed on a man. He survived to sue her estate, claiming that the woman had jumped "without regard for human safety". An elderly joke about a farmer who discovers his son in the hayloft with the milkmaid and exclaims "Next you'll be smoking!" may have lost its impact because of the "relative shift on the scale of sinfulness between cigarettes and sex." Some ironies only emerge with hindsight, like Nixon's CREEP, an acronym which acquired aptness as Watergate unfolded, others through want of insight, as in the case of the blurb writer who declared that Alexander Fleming (who discovered penicillin) was not "cast in a heroic mould". This could have been intentionally mischievous, but I doubt it. VULVA however, (Vintners' and United Licensed Victuallers' Association) seems to me to be a case of sublime carelessness.

Less funny is the fact that the RSPB recently decided to abandon its practice of embarrassing convicted robbers of birds' nests by publishing their names and addresses because it was enabling the thieves to contact one another in order to pool techniques and resources. Hoist with his own petard "is the prime expression of our subject", as Enright says. Also on the subject of situational irony, Enright notes a poem by C P Cavafy in which the Delphic Oracle warns the Emperor Nero to "beware the age of seventy three". Being only 30, Nero is unperturbed, but the army which will defeat him is already being prepared by Galba, a man in his seventy third year. This seems to belong to the same ironic category as Macbeth's confident assumption about the location of Birnam Wood.

Criticisms have been levelled at the ironic approach: it encourages a nihilistic attitude, passivity or a smug self regard. These are dealt with politely by the author, who also observes that irony finds few friends among politicians and ideologues, for "irony's guns face in every direction". Nor is there a niche for irony in Utopia; after the revolution irony, like satire, "gets a prompt and dishonourable discharge". Unlike satire, irony does not necessarily require a victim or butt, and even when it does, irony can be gentle.

Perhaps we do live in an age which is particularly disposed to appreciate the ironic (Enright does not fail to point out the "ultimate irony" of nuclear defence), but the massive scope of the book's literary selections proves that the seeking of significance has long been part of human nature. Enright leaps with often startling alacrity from Socrates to Kierkegaard, from the Bible to Faust, from Macbeth to a Buddhist haiku. The Bible, Proust, Henry James, Pope (ironist, satirist or tease?), Shakespeare and others get a chapter each or nearly, and while I was pleased to see that Freud, who detected an ironic flavour in the symbolism of the unconscious and the psychopathology of everyday life, was included, I was puzzled by the very brief treatment of Thomas Hardy.

The Immanent Will working its "Eternal artistries in circumstance" was probably Hardy's major preoccupation; perhaps Mr Enright feels that Hardy has been adequately discussed elsewhere (his choice of chapter heading – Hardy Perennial – would seem to suggest this) but I received the impression that Mr Enright thinks that Hardy wields irony with a heavy hand. Later in the book we are told that Polanski's film of *Tess of the d'Urbervilles* was shown to the people of Shandong Province, in China. The love story left them unmoved, but they reacted with astonishment to the sight of a nineteenth century threshing machine, which was far in advance of the technology they were used to. Mr Enright relates this as an example of illumination rather than irony, but I think that Thomas Hardy would have managed a watery smile.

A portrait of Bessie Smith in the Thirties, from A Star is Torn (Virago £7.95, to be published on October 16) which describes the triumphs and tragedies of 13 women singers, from Marie Lloyd to Janis Joplin.

# Borges lives

**Fictions. By Jorge Luis Borges.**
**John Calder £3.95. 0 7145 4083 8.**
**Seven Nights. By Jorge Luis Borges.**
**Faber £3.95. 0 5712 13737 7.**
**One Human Minute. By Stanislaw Lem.**
**André Deutsch £7.95. 0 233 97980 8.**

It's good to have *Fictions* reissued; it really made Borges' reputation outside the Spanish-speaking world, using narrative games with time, myths, books and crimes to define his particular poetic territory. Borges' own lifelong debts as a writer are acknowledged handsomely in a new collection of informal lectures, though critical theorists who claim his sanction will find he doesn't indulge them. Lem, like Calvino, has learnt imaginatively from the master; his reviews of not-yet-written books portray a world lyrically conceived but terrifying. Borges is dead but lives characteristically in the writers who succeed him; not least when they transform unreal dreams into plausible nightmares.

**Tom Deveson**

# Green Grass

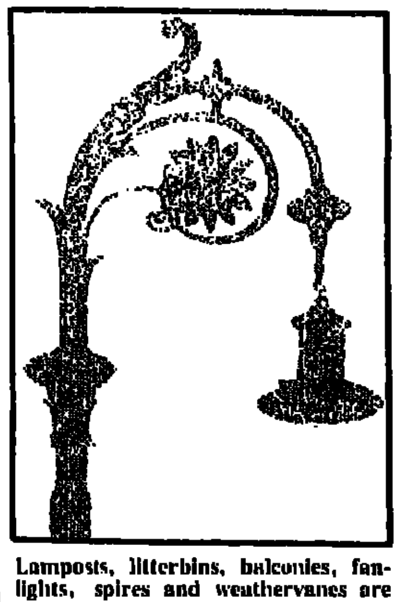
**Writers and Politics in West Germany. By K Stuart Parkes.**
Croom Helm £22.50. 0 7099 4007 6.
**French Existentialist Fiction: Changing Moral Perspectives. By Terry Keefe**
Croom Helm £19.95. 0 7099 3107 7

The ideological wars of our century have made "writers and politics" inevitable as a focus for literary criticism. While 1945 was not the "year zero" in German history that some supposed, it found West German writers sharing problems of exorcising the past and relating to a new constitution, within an intellectual tradition ambiguous in its attitude to the state.

Parkes traces the political activities of leading writers from the immediate postwar years, through disillusionment, flirtation with the student movements and the subsequent taint of terrorism, up to the Greens of the Eighties. The second part consists in case studies of four writers: Grass, Böll, Enzensburger and Walser. An unusually optimistic conclusion rounds off this very coherent version of a complex story.

Terry Keefe tackles a better-known area in his study of Camus, Sartre and de Beauvoir: He looks at their fiction before, during and after the Second World War, examining their treatment of the moral problems raised by the relationship between the individual and society. The result is an exhaustive, systematic study of this feature in the work of the three writers, helping to confirm their place in French intellectual life.

**Robin Buss**



**Lamposts, litterbins, balconies, fanlights, spires and weathervanes are among the street furniture observed by Ian Hessenberg in an unusual visual survey of London in Detail (John Murray, £9.95).**

## PAPERBACKS

**The City in Transition**, by W Lever and C Moore (Oxford University Press £7.95). The Economic and Social Research Council's Inner Cities research programme yields a number of titles. Typically, the regeneration of Clydeside is set against the changing structure of business and employment in the conurbation. Ways in which changes must be faced are suggested. Effective solutions could be prototyped for other depressed areas.

**Sunbelt City?** by M Boddy, J Lovering and K Bassett (Oxford University Press £7.95). An ESRC research report on the economic changes evolving in the M4 corridor has special emphasis on the position in Bristol. There is growth and decline in differing sectors. An analysis of the strategies used in private and public enterprises could provide pointers for action elsewhere.

**The London Employment Problem**, by N Buck, I Gordon and K Young (Oxford University Press £7.95). Another ESRC team looks at the job market in London, with particular attention to boroughs in the outer west and inner south-east areas. Decentralization, political manoeuverings, immigration and the quality of labour available are just a few of the variables involved.

**F W Kellaway**

# Tragic mirth

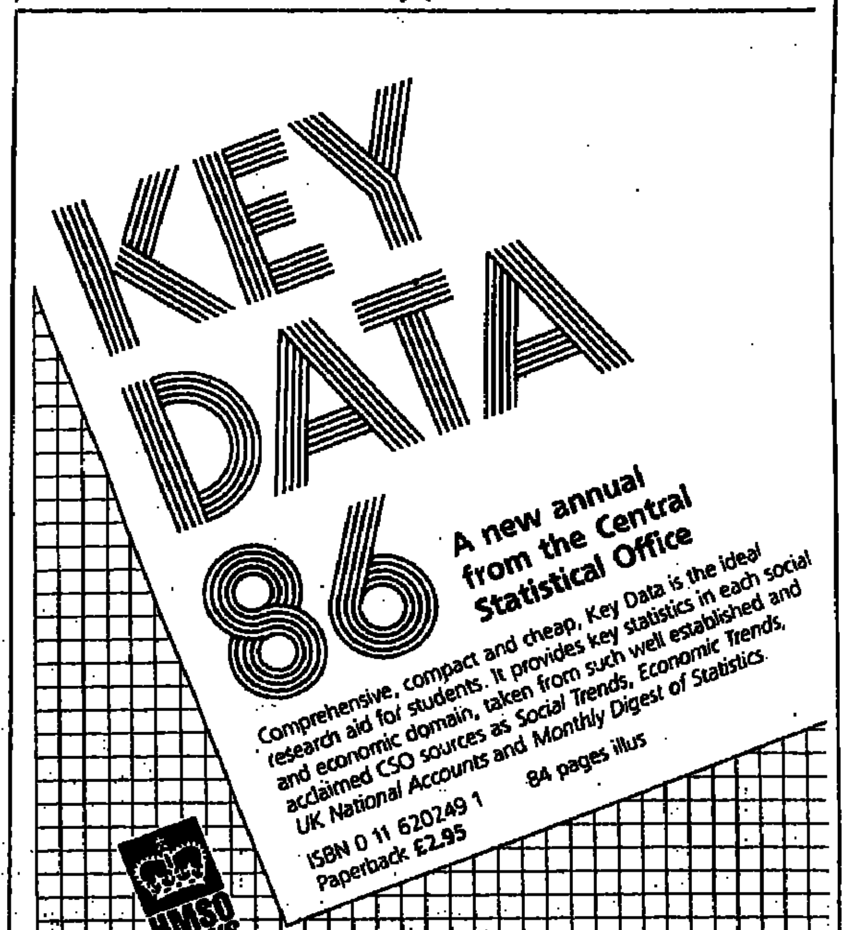
**Euripides: Orestes. Introduction and commentary by C W Willink.**
Oxford: Clarendon Press £35.00. 0 19 814017 7.

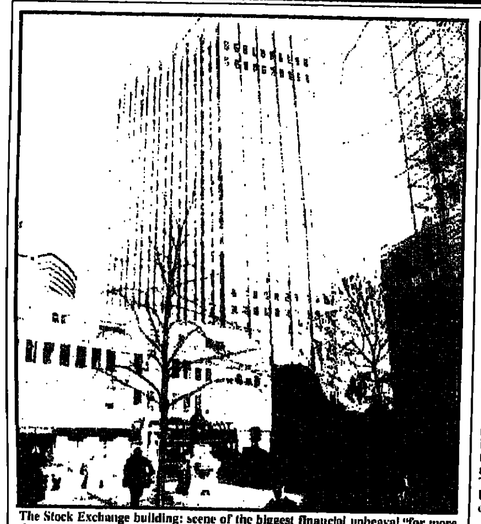
*Orestes* was one of the most popular of all Greek tragedies in antiquity, but it is not much read or performed nowadays. I dimly recall attending as a schoolboy a performance in the King's College London series which prompted a good deal of unexpected mirth (until then we had thought all Greek tragedy tragic). The mirth was our response to the play itself, not to shortcomings in the production. After murdering Clytemnestra, Orestes spends the first half of the play on his sick-bed, initially deranged; betrayed by Menelaus he is sentenced to death (along with Electra) by the Argives; he takes revenge on him by a plot to kill his wife Helen of Troy; who is saved in the nick of time – in what our audience found an amusing *coup de théâtre* – by the intervention of Apollo, and deified.

Charles Willink would not have been as surprised by our reaction as we were. "*Orestes*" he begins "is a play to be enjoyed." With an infectious exuberance which survives 300 pages of small type he describes it as "a baroque kind of tragi-comedy or *drame noir*", "a many-faceted, highly sophisticated *tour de force* of audacious myth-invention and poetic art". His splendid edition of the Greek text, the culmination of the labours of a lifetime, never loses sight of this main point. Its chief contribution is the commentary, which pursues or rather attacks problems of text, metre and grammar in the accustomed fashion (it is relatively parsimonious on usage and *topoi*), but is also alert to the play's rhetoric and dramaturgy.

The book is not for the uninitiated, and I fancy only the introduction, which explores all aspects of the play and offers a lucid, well-written and attractive interpretation, will be accessible to the average undergraduate. Classical scholars, however, will want to forego the candlelit dinner for two it will cost them to own a copy. It is almost worth it just for the brilliant treatment of Tantalus as air-borne sophist.

**Malcolm Schofield**





The Stock Exchange building: scene of the biggest financial upheaval "for more than a century . . . the Big Bang is going to affect us all". But what is it? A timely study by Guy Galletly and Nicholas Ritchie reveals all – The Big Bang: The Financial Revolution in the City of London and What It Means to You (Northcote House £4.95).

# Proven formula

**Economics for GCSE. By Alain Anderton**
Collins Educational £5.50. 00 327386 5 (non-net). 00 197308 8 (net).

Those already familiar with the A level text *Economics: A New Approach* will instantly recognise Mr Anderton's most recent offering. The proven formula of combining an enthusiastic writing style with lively cartoons and eye-catching photo-montages has also been adopted for this GCSE text.

The book is divided into 87 self-contained units, each of which contains more than enough material for an hour-long teaching period. Each unit follows the same pattern. A case study accompanied by questions (Study Points) introduces the central theme of the unit. The theoretical background is then explained in the text, with salient points being boldly picked out and highlighted. Assignments in the form of data-response questions and essay titles reinforce the points made in each unit, and coursework suggestions show the keen pupil how he or she might develop the topic further. Finally a box of Key Terms lists the specialist vocabulary with accompanying definitions introduced in the text.

The units are grouped in a logical order, and fit neatly into the teaching model suggested for the subject by at least one of the GCSE syllabuses. Units 1–17 (The Individual) deal with the economic problem and its solution by the price mechanism. Hence fundamental concepts such as demand, supply and elasticity are covered before factor markets and the structure of industry, which are tackled in the next 30 units (The Firm). The National Economy (Units 48–74) considers, among other things, the role of government in the circular flow of income. The final 13 units cover trade, the EEC, the developing world and alternative economic systems under the heading of The International Economy. This coherent framework might well tempt the hard-pressed teacher to devise a scheme of work to follow the same pattern.

In terms of detail the book is comprehensive enough for every GCSE syllabus in economics. There are no over-simplifications of complexities, and topics such as marginal revenue product, economic rent and measures of the money supply are explained in detail. More able candidates will appreciate this rigour. The author has made a genuine attempt to cater for the needs of less able youngsters as well. He has, for instance, balanced the 24 data response exercises based on *Financial Times* extracts with 27 from local evening papers and the *Mirror*. Despite this, however, I feel that such pupils will still find the book difficult simply because it is so thorough.

*Economics for GCSE* should be at the right hand of every teacher struggling to come to terms with the approaches implicit in the new exam. Able pupils using it will find that they are almost unconsciously gaining economic understanding as they work through it, and even the less able should benefit from its use if helped to do so by the teacher.

**Bill Jackson**

**An Introduction to the UK Economy. Second edition. By Colin Harbury and Richard G Lipsey. (Pitman £6.50).**
This second edition of the companion to "Lipsey" has been extensively revised to provide up-to-date institutional detail and commentary on the British economy. It now includes 32 statistical tables to supplement the charts and diagrams.

**The Scourge of Monetarism. Second edition. By Nicholas Kaldor. (OUP. £4.95).**
Kaldor's polemic still sounds fresh, and this new edition has a substantial introduction, in which he shows how monetarist theories gained an astonishingly rapid acceptance by bankers, journalists, and other leaders of public opinion. The only group which remained relatively immune was the economics profession, who could not bring themselves to abandon the Keynesian economics in which they believed and go back to the simple and crude notions of the quantity theory of money.

**DJW**



# Promoting literacy

**Understanding Economics: The Young Person as Producer, the Young Person as Consumer and the Young Person as Citizen.**
Longman Economic Education 14–16 Project. £7.95 each.

The objective of the Economics Education 14–16 Project, in its own words, is to promote and develop "economic literacy as part of the general education of all young people". Beginning in 1976, Phase I of the project concentrated on research into existing economics education and the views of teachers as to how it might develop. Phase 2 developed the materials which are now published. Phase 3 involved testing and evaluation of the project materials, and their dissemination among schools.

The main end product of so major and significant a project cannot be fully reviewed in the space available. The project team have been in close touch with examination boards throughout the process, and their influence has been immense. Meantime, it has become politically desirable to promote economic awareness. There has been a complex interaction between the project and developments outside.

The primary intention of Phase 2 was to create a package of exemplar materials. These would give guidance to teachers, who would devise their own resources with the help of the project's rationale and objectives. They were to be "suggestive rather than directive", and were to be used particularly in the training of teachers. Initially the materials were used in this way; now that they have been tested and refined they are available as they stand. They are designed for pupils of all abilities. A major objective was to move away from didactic teaching methods, towards discussion and investigation. Each unit contains material designed to stimulate pupils, together with extensive notes for the teacher. There are a number of role plays based on information provided; some units require pupils to conduct surveys; many units provide worksheets.


Teachers seeking a basic exposition of economic principles will be disappointed. Rather the emphasis is on enlarging the pupils' knowledge of terms and concepts: a glossary summarizes the terms introduced. Armed with this awareness, pupils may then be able to consider and discuss issues and draw some of their own conclusions. There is almost no standard analysis here, but there is tremendous scope for investigating the way the world works. There is a great deal of material relating to micro-economic phenomena; in the micro economic area the emphasis is on the public sector. It was found to be very difficult to create materials relating to overall macro economic policy, at this level.

Judged by the project's own criteria, these materials are a tremendous success. They can produce situations which are educationally very exciting. However, it must be said that they will work well only with a substantial input from the teacher. Imagination, classroom control and enthusiasm are all essential complements to the materials. Without them, some units can produce a flat atmosphere and some well worn questions from pupils about the point of it all. In particular, less able pupils are prone to finish the suggested tasks very quickly unless the teacher can give stage by stage guidance on how to go into adequate detail. It's up to the teacher to ensure effective use, the more so when tasks set are open-ended.

How can the materials best be used? The volumes here reviewed are a guide to the teaching units. The units themselves are available as a complete pack at £200 (exclusive of the video). Each section can be bought separately: the Producer Units for £80, the Consumer units for £65 and the Citizen units for £55. Alternatively, each unit is available on its own (prices vary). A compromise might be to buy the three guides and choose individual units from among them. The complete pack would be expensive if it were decided to use the materials only with specializing groups, but less so if it were part of a core curriculum for a whole year group. All the consumable sheets can be copied, and resource sheets come in class sets.

How do the materials fit GCSE? This is a difficult yet crucial question. So pervasive has the influence of the project been that its terminology and framework have been built into some GCSE syllabuses. Yet it seems unlikely that the materials contain sufficient content even for less able pupils aiming at a GCSE Economics option. A complete course would require much supplementing with data, simple analysis, exercises and writing in depth on topics which the project does not cover. It should be born in mind that several textbooks are already available for the new exam. Some, at least, of these are a spectacular improvement on the texts commonly used for O level and CSE in the past. (Their quality may owe something to the influence of the project, which would attest to its worth.) Teachers will probably decide that they are a better basis for GCSE yet pupils studying for the exam could benefit greatly from the project materials, especially at the beginning of the course. With such a foundation they would develop their knowledge of the real world and would be less prone to see economics as founded in abstractions.

A major objective of the project materials was to enable non-economists to teach economic awareness effectively. While it is probably important that trained economists are involved in setting up courses within which the materials are used, non-economists will find that the teachers' notes give them a substantial background of objectives and context, and will undoubtedly use the materials with confidence.

**Nancy Wall**

# Cartoons and case studies

**Action Economics. By Andrew Leake. Macmillan Education £5.95. 0 333 37311 1.**

*Action Economics* is written for the GCSE examination in economics and other courses with a significant economics content. There is a good mix of text, newspaper reports, diagrams, photographs, cartoons and case studies. Information is grouped into seven sections: an introduction, working, business, buying and selling, finance, steering the economy, and trade. Each of these sections is further sub-divided into units which are a good length for about two hours work.

Given the excellent presentation and structure it is rather disappointing to find that the target ability level must be grades A to C. This is particularly true of many of the diagrams and statistics presented. In particular, the diagram showing the effective exchange rate of the pound is unclear, and there is a tendency to present too many statistics at one time. Some statistics are regrettably already outdated, being for the period 1981/82.

The book claims to use an enquiry-based approach with active learning tasks but I find very little evidence of this. Tasks are presented in the form of questions rather than assignments which would have been more in the spirit of GCSE. The questions do little more than develop skills such as comprehension and interpretation.

As in most economics textbooks discussion of the global economy is lacking. Whilst income differences and living standards within the UK are examined, no comparison is made with the Third World poverty. The section on the world's rich and poor also gives the curious impression that economic planning might actually be a reason for poverty.

The final section on trade presents the debate about free trade versus protectionism very well but makes no reference to the important area of government aid. My final criticism is that while the book makes many efforts to be non-sexist, in a number of cases it fails. I find this frustrating in a book published in 1986.

It is very easy to be critical when reviewing new books. On this occasion it would be fair to say that I have never found an economics textbook which does not have the types of faults I have noted. Reading this book convinces me that although the state of the art is not perfect, it is getting better.

**Richard Welford**

# Another parish

CHILDREN'S LITERATURE

**The Eyes of the Blind. By Alison Morgan.**
Oxford University Press £6.95. 0 19 271542 9.

The Assyrian came down like a wolf on the fold, but his cohorts included perfectly decent, misunderstood characters like Adad, whose father is a war-chieftain, but who only wants to be an architect. Blinded by one of his own side, Adad makes a good friend for Benjamin, the hero of Alison Morgan's *The Eyes of the Blind*. Benjamin's crazy old grandfather is the prophet Hanani, no less, but in spite of this, and in spite of having been brought up an orthodox Jew by a pious father, Benjamin is broad-church enough to help the blind Assyrian carry out idolatrous rituals, and tell Jehovah in his heart that he is only lighting a little lamp, not making sacrifice.

The Bible-study background does make for a splendid action-packed story, full of thrilling twists and turns of plot, but the book has lost any sense of strangeness, the past is not so much another country, in which they do things differently, as another parish of the present, in which once you have been given a quick up-date on their folk customs, the people are just like you and me. The credibility of the story is ramshackle to say the least: the blind Adad can "design and build" a smoke-house without a word to tell us how, and similar "with-one-bound-Jack-was-free" effects are everywhere.

Yet in spite of everything there are touching moments in this book. Aspects of Benjamin's human contact with his father, with Adad, with other refugees, with the distant Jehovah give us brief flashes of real thought and feeling. Alison Morgan is a deservedly well-thought-of writer of the contemporary scene. Here, unfortunately, the rigged up fancy dress distracts attention from the likeable and loving voice.

**Jill Paton Walsh**

There is still time to enter for two competitions launched during Children's Book Week, which ends tomorrow. Competition one invites children under six and seven to eleven, to draw a new hero. Competition two, for over 11s, is for a heroic poem. All entries must arrive at the headquarters of Book Trust, Book House, 45 East Hill, London SW18 2QZ. (from where the rules may be obtained) by October 17.





# New readers start here

**Peggy Heeks on the latest piece of research**

**Books in the School Curriculum. By Florence Davies. £35.00. 0 8538 61110.**
**The State of Reading. By Jennie Ingham with Valerie Brown. £3.95. 0 85386 112 9.**
Educational Publishers Council.

September 25 saw the transformation of the National Book League into the Book Trust and Children's Book Foundation. One reason for the change was the need to combat "a crisis in society", where access to books is becoming restricted in a culture increasingly dependent on effective communication. The new Book Trust will have the funds and staffing to develop, not isolated promotional events, but a national strategy for encouraging reading from the earliest years. It is, then, especially timely that in its last weeks of life, the National Book League should receive two major reports which can inform that strategy.

The two weighty reports produced for the League stem from a research project of the Educational Publishers Council. The very titles, *Books in the School Curriculum* and *The State of Reading*, reflect current educational concerns, and educationists will be further assured by the inclusion of Michael Marland and Henry Pluckrose on the steering committee.

So much for the background, but what of the content? *Books in the School Curriculum* provides a substantial 400-page review of research relating to children's reading, compiled by Florence Davies, known for her work on the Schools Council's Effective Use of Reading and Reading for Learning projects. It is not new material, but brings together existing work in an illuminating way. The first four sections deal with the way pupils and teachers select books for voluntary reading, and the factors which influence development of such reading. The last section considers the factors influencing curricular reading. Each section provides an analysis of and commentary on the major research findings, with generous quotations from this source material. The final bibliography, of over 100 books and articles, shows the breadth of interest in children's reading and the need for such a guide as this. With such a mass of material, organization is particularly important. Florence Davies makes reference easy through an extended contents list, section summaries and a full index, and the clear page layout assists the process.

It is harder to determine the content of the companion volume, *The State of Reading*, for, strangely, it has no contents page. This handicap to access is an especial pity for the volume presents original field research in 95 schools in 5 l.e.a.s. Selected teachers in these schools kept diaries of a week's classroom activities and the learning resources used. Subsequent day visits were made to 50 of the schools, to discuss attitudes towards books, their availability to support curricular work, the use of worksheets and library organization. Statistical tables summarize the findings and a final section presents conclusions and recommendations.

It is fascinating stuff; whatever line of educational thought you hold you are likely to find quotes to shock or support it. *The State of Reading* shows that books *are* used in this country's classrooms, but it is the text not library book that predominates. The textbook is the main teaching aid, with the worksheet often close second. Teachers, to a significant extent, see worksheets as nearer to pupils' needs than books, as a bridge between student and text. School library books are seen mainly as a supplementary source of background information and, as such, dispensable luxuries. This in turn calls into question the role of school library services. They were originally designed to provide short-term loans, but this survey shows them increasingly regarded as suppliers of basic stock.

Expectedly, in view of its origin with the Educational Publishers Council, the emphasis is on book shortages. The compilers' overall message is "A way *must* be found of providing the financial investment our education service so badly needs and so well deserves". Readers may pick up other messages from the interview records – for example that, outside English departments, teachers do little "to encourage reading around a subject, reading for personal development or for the development of research skills"; that departmental libraries tend to make the main school library irrelevant; "Regarding the school library, we don't use it". The world pictured here is one of traditional teaching styles, far removed from that of active resource-based learning presented as a model in the Office of Arts and Libraries' *School libraries; the Foundations of the Curriculum*. There is a great gap between the practice recorded in *The State of Reading* and current curricular theory. There is a great gap between the solution proposed here – more money for textbooks – and those proposed by HMI in *Survey of Secondary School Libraries in six Local Education Authorities*. There staffing was seen as a more crucial issue than book supply, many resources were found to be under-used and it was better use of existing funding, rather than extra funding, that was urged.

Those trying objectively to identify priorities in the work of linking children and books need help in reconciling these differences. The truth perceived in *The State of Reading* is valid, but it is far from the whole truth. The report is another reminder that the many separate interests in the children's and school book field rarely connect. The new Book Trust could well start here: it is time to mend some of the fractures in the book world.

Stephen Spender at work, one of the illustrations from Portraits of Poets (Carcanet, £9.95), a collection of 64 photographs of contemporary and past poets, including John Betjeman, Philip Larkin and Ted Hughes, to be published on October 23.

# lingo

## Spitting Image

Although most people are aware that "spitting image" means "exact likeness", the use of the phrase as the title of the satirical TV series has perhaps come to suggest a false association with an "image that spits", or a character who mimics or mocks a celebrity.

The expression is actually a corruption of "spitten image", which is itself an altered form of "spit and image". This in turn was an emphatic development of "spit", meaning "likeness, "resemblance", as when the witty and popular 19th-century novelist Theodore Hook makes a character in his *Gilbert Gurney* (1836) say, "You are a queer fellow – the very spit of your father". "Spit" here has the sense of "saliva ejected from the mouth", and the reference is to a former saying that a child closely resembling its father looks as much like him as if it had been "spit" out of his mouth. French has exactly same sense, so that *C'est son père tout crache* means "He's the spitting image of his father".

The fact that the original saying has been forgotten has led not only to the present corrupt form of the phrase but to alternative but false explanations being offered for it. In his *American Dialect Dictionary*, for example, the lexicographer Harold Wentworth suggests that "spit" is really an alteration of "spirit", while in modern English yet another version of the original has developed as "splitting image". The reference here is alleged to be to a person who appears to be a sort of "mirror image" of someone else, as if one person had "split" into two.

But these two accounts, although admittedly ingenious, ignore the actual source of the term, and it is the old saliva saying that contains the true origin.

**Adrian Room**

# What is giftedness?

**The Psychology of Gifted Children. Perspectives on Development and Education. Edited by Joan Freeman. John Wiley £26. 0 471 10255 5.**

There is a growing concern in this country and abroad that our most able children are under-achieving in our schools. This concern is shared by the Secretary and Minister of State, parents and teachers and is reflected in the growing membership of the National Association for Curriculum Extension and Enrichment. This book is, therefore, most timely.

Dr Joan Freeman, the editor, has gathered together essays from diverse expert researchers from eight countries. The aim of the book is to assemble the main areas of current thought concerning exceptionally able children.

Current research indicates that our most able children receive the poorest education. We spend a considerable amount of time and effort in helping children with special disabilities in comparison with our more able. These children need special provision once they have been adequately identified. There are many theoretical and especially practical questions associated with the concept of giftedness which this book addresses. Is gifted a specific or general capacity? What do we know of creativity? Are there special gifts other than the cognitive? How should these children be educated? The book is divided into three sections based on the traditional model of definition and identification; characteristics and behaviour of gifted children and provision for their education.

Part one explores the identification of exceptional children and includes papers as wide-ranging as gifted infants and the importance of the early crucial years, mathematically able, musically giftedness and gifted women.

Part two examines the characteristics and behaviour covering areas such as psychological and emotional development as well as issues specific to adolescence. Part three is the weakest section of the book which deals with prescription for the more able. This is the section which one would like to see strengthened as both teachers and parents are in need of direct help in providing for these children.

The book will provide a strong knowledge base for all educators and will also dispel much of the ignorance concerning gifted children. In addition the book points to areas for further research. The research and discussion in this book is concerned with gifted children but could have a beneficial effect on the education of all children. The many changes and current discussion about the school curriculum are related to our gifted children certainly but must be seen in the context of all children. The book is recommended for reading by all educators, parents and professionals concerned with the total well being of children.

**David George**

# Appeal of Bob Major

**Bellringing. By Ron Johnston. Viking £16.95. 0 670 80176 3**

The Royal Wedding was exciting enough, but some of us reserved our gasps of admiration not for fair Fergie or handsome Andy but for the beautifully struck touch of Stedman Caters which was being rung on the Abbey's 10 bells.

Bellringing – "proper" ringing, that is – is an ancient and unashamedly English tradition. There are over 5,000 church bell towers in England as there are only 75 outside the British Isles.

English change ringing requires a peal of at least five bells, each hung by a mechanism which allows it to swing past the vertical in each direction, controlled by a rope. The bells are of different sizes and therefore pitch, from tenor to treble, and they are rung by a band of skilled amateurs who handle the ropes and can, as they ring, cause complicated permutations to work themselves through in logical sequence. By contrast, the practice in other countries of simply allowing a Quasimodian random clangour to take place appears simply barbaric. Here, surely, is an area of life where we have unassailable grounds for chauvinistic smugness.

Despite the public nature of the finished product, the bellringer's art is a closeted one. Ringing chambers are usually blocked off from easy access and view, and language, too, is both ancient and recondite. Johnson's book provides many examples. "In Stedman Caters and Cinques, the 'odd bob' method of composing short touches is almost invariably used with the aim of keeping the back bells in their Home positions".

Given all of this, it is unsurprising that the literature of ringing is sparse and unsatisfactory – or rather it was before this book came along.

Johnston gives us a lucid and delightful account of the hobby which has illuminated his existence for 40 years. He tells of the history of ringing, of the technicalities of bells and towers, and he writes in detail about change-ringing methods in a way which will be most helpful to ringers who have problems in understanding things as they happen in the ringing chamber. His lengthy exposition of change-ringing methods, in fact, is far superior to anything else available. That a Professor of Geography can write with love and enthusiasm about bellringing tells us clearly that sanity is still abroad in the land.

**Gerald Haigh**

BOOKS

# Created equal

## Hilary Stonefrost on the Sex Discrimination Act

**Sex Discrimination Law. By David Pannick.**
Oxford University Press £30.00. 0 19 825481 4.

"It will never again be possible to blame the Sovereign State for any position of inequality. Women will have with us the fullest rights. The grounds and the justification for the old agitation are gone and gone for ever." The words of Prime Minister Stanley Baldwin on the passage of the second women's franchise act in 1928 remain a far cry from reality nearly a half-century and one Sex Discrimination Act after their utterance. Such is the message from David Pannick's authoritative and readable analysis of the nature and the impact of the 1975 Sex Discrimination Act.

David Pannick succinctly describes the purpose of the law as "to educate, to deter and to provide remedies". His study of the decade since the passage of the Sex Discrimination Act reveals that this legislation has educated only in so far as it is a public recognition of the existance of discrimination; has deterred only the most outrageous discrimination; has failed to provide the remedy of the alteration of our society to give women a fairer share of the positions of influence and responsibility.

The origin of this legislation dictates its failure. "There is no doubt that by reason of its international obligations and agreements the UK Government was obliged to prohibit sex discrimination in employment, education and the provision of goods and services", explains David Pannick. For social legislation to be effective, however, the State must be the final authoritative expression of public insistence on change: there has been no general and forceful movement for equal rights for women – however vociferous the active minority and no matter the extent of the lip-service now offered by the majority.

That's the first problem: the second is the antidiluvian attitude of those who sit in judgement in our courts. David Pannick clearly enjoys the irony of the Law Lords' rationalization of unequal treatment for women by recourse to precisely the need to protect frail women which the Act sought to do away with: Lord Denning, the Court of Appeal, "I must say it would be very wrong in my mind if this statute were thought to obliterate the differences between men and women or to do away with the kind of chivalry and courtesy which we expect mankind to give to womankind".

Finally the Act itself is limited to scope; not only does it exempt existing protective legislation – for example the constraints on women undertaking night-work – it also continues to allow the State to discriminate against women under taxation, social security, nationality and immigration law.

David Pannick recommends that the law be changed to make all discrimination on the grounds of gender unlawful unless specifically exempted; that the burden of proof be shifted from the complainant to require evidence of non-discrimination from the accused; that a Code of Practice require employers to be aware of the law and to ensure that non-discriminatory policies are implemented. This would be progress, and David Pannick's book offers a substantial contribution to the understanding of the direction in which the law will need to be taken.

By the shortcomings of the law and the legal system are not, at the end of the day, the major barriers to equal treatment for women. The stereotyping by gender runs deep and is based not on respect for fact but on belief – almost a faith. David Pannick appropriately quotes John Stuart Mill on the power of such unfounded beliefs, "So long as opinion is strongly rooted in feelings, it gains rather than loses stability by having a preponderating weight of argument against it".

Not all is pessimism. There are social changes underway which cannot but mitigate this discrimination which stunts individual life and wastes our society's resources. Since 1979 nearly three-quarters of the additional jobs created in the United States have been taken by women. In the other six largest advanced economies women's employment has risen 7 per cent while men's has fallen 2 per cent. These statistics reflect the growth of part-time employment in the service industries, "women's work" – but these industries will be the future of developed countries and the future of men's employment. Moreover a rising number of women are seeking higher education and entering the professions. Perhaps these are signs that with the passage of another one-half-century Baldwin's words will finally ring true: this could be yet another hostage to the triumph of over experience.

# Out of court

**Where's the Justice? By Tony Gifford.**
Penguin £2.95. 0 14 052358 8.

Tony Gifford states at the outset of his book that "few myths have been so powerfully developed by the British Establishment than we have the finest legal system in the world". By the end he has positively proved this. He shows that if we are to keep up with other legal systems in the Western world or to run our system in accordance with "Justice" then we certainly have to put our house in order. For the idealist wanting the under-dog to be properly represented and to get a fair hearing, this short book will be required reading.

Gifford submits sensible solutions to the system's problems. He suggests that the Lord Chancellor be replaced by a Minister of Justice who would be accountable to the Commons and scrutinized by a Select Committee. The search for a "fair-minded" Bench must be made by an advisory committee prepared to go out into the country as a whole. Our courts, he says, are "ancient and shabby buildings to the point of squalor". He observes, quite rightly, that the career structure of the Bar discriminates in favour of those with wealthy backgrounds. He proposes that the whole system of legal aid be overhauled. He underlines the importance of limiting the powers of the police in their dealings with citizens.

The inadequacies of our system and the injustices perpetrated by it are worrying, but Gifford's account is one-sided: there is no recognition here of the extent to which justice is already attained in our courts. He betrays no awareness of the fact that however often the police transgress, many citizens feel glad of their protection. He seems to imply that every defendant is either weak or innocent. He does not consider the problems inherent in the fact that his Minister of Justice would be a political appointee.

Of course there is an unconscious bias among too many judges from a predominantly Oxbridge background. Of course there is the need for a "fair minded" Bench. But does the dock, as Gifford proposes, really have to be removed from the courtroom? It will surely only be replaced by a further, alternative symbol of guilt.

**Jeremy Rosenblatt**

# Building art

**Architectural and Building Design – An Introduction. By Michael Young.**
Heinemann £9.95. 0 434 92448 2.

How do you introduce architectural design to students who are embarking in a career related to the built environment but not architecture? It is a difficult problem that preoccupies all those concerned with preparing curricula and teaching design to planners, surveyors, civil engineers, etc.

Michael Young has tackled the problem valiantly and come up with a very useful solution. If this is not the perfect book it is mainly because such a one cannot exist. The main difficulty is choosing what to include and what to leave out. These involuntary courses are generally short and frequently considered marginal to the curriculum. It is therefore impossible to cover in depth all aspects of the design processes and yet all important aspects should be included. Michael Young's book suffers from being too short but within this limitation the choice of topics and their balance cannot be faulted, except as a matter of personal preferences.

Wisely, the book does not give recipes but it suggests basic principles and elements that must be taken into account by the design team. Examples are used fairly frequently to illustrate some aspects and simple sketches which can be understood by anyone help to understand the points made.

The breadth of material covered is ample: Young starts with a far too brief history of building design – undoubtedly the weakest part of the book – and follows it by a description of the design process. Important influences are then looked at in more detail, climatic, site, technological, economic and legal ones: there is here wealth of information from which a teacher can pick what he/she wants and expand or shorten as needed. More specific aspects of how to design a building are looked at next, with simple indications of how to solve a few specific problems; current concerns such as security and its fashionable solution, "defensible space" are mentioned here.

Since throughout the text Young emphasizes that architecture is art and more than just building, it is not surprising that a whole chapter is devoted to the difficult subject of aesthetics. "To produce a work of art something else must be added, which can best be described as an element of delight." This is probably the hardest part of a design course to teach to non-designers and it is handled here without apology. Though individual teachers may chose to emphasize aspects in a different way, they will here find valuable material. Finally some special problems of current concern, conservation and provision for the disabled are given some coverage, as well as the users' reaction.

Throughout the text is simple and jargon free. The book should be essential reading for a number of courses at A level and undergraduate level. Michael Young should now prepare an expanded edition.

**Sebastian Loew**

The atrium of Lloyds, showing the influence of Paxton's Crystal Palace on the work of Richard Rogers: one of the illustrations to Deyan Sudjic's Norman Foster, Richard Rogers, James Stirling: New Directions in British Architecture (Thames and Hudson £20.00). This excellent book has been published to accompany the exhibition now showing at the Royal Academy.

# Hazy memories

**Ancient Egypt, its culture and history. By J E Manchip White.**
Constable £4.45. 0 486 22548 8.
**Babylon. By Joan Oates (revised edition).**
Thames and Hudson £5.95. 0 500 27384 7.
**The First Stonehenge. By Gaynor Francis.**
Christopher Davies £9.95. 0 7154 0666 3.

Our very first images of earliest times jumble hazy memories of furry British barbarians busily setting up trilithons with Babylonian priest-kings decreeing death by cuneiform for slip-shod surgeons and errant architects. Ancient Egypt comes out more clearly. We all know about cursing and constantly resurrected mummies, peculiar anatomies and postures, the fabulous treasures buried with King Tut and the shrewd economic advice of Pharaoh's favourite psychoanalyst. The pyramids survive, as they always will, awesome and authoritative. Babylon's Hanging Gardens, their Mesopotamian rival, are little more than legend. Even the massive foundations optimistically identified by archaeologists may in fact belong to some giant warehouse.

The Egyptians, says John Manchip White, "turned the valley in which they lived into a veritable museum". Sprightly wall-paintings and ponderous portrait-statues, imposing temples, even the withered but well-preserved folk in person testify to a remote way of life. We perceive a stable, ordered society, close-bound by geography and economic need under a god-king. The strong sunlight delineates everything clearly, while abrupt cliffs confine the compact strip of black mud and green fields. The same qualities of clarity and precision enrich *Ancient Egypt*, White's compact dissection of the valley's society and its history. This is a welcome reprint of a 1952 classic. Its only concession to 25 years of Egyptology is a 1970 introduction that speculates on the possible effects of the High Dam; now we might be told what they were.

Mesopotamia's history is equally long and distinguished, but more confusing and less accessible. Egypt's story is linear and monolithic, Mesopotamia's chaotically polycentric, lost in the marshlands and sun-baked plains around wandering, inconstant river systems. Bricks last less well than stone. All the colour and most of the sharp reliefs have merged into a monotonous, shapeless brown. Great Babylon itself can now show only the "depressing mounds of ruined brick" in Joan Oates's less exciting photographs. Yet the Babylonian cuneiform archive is a richer historical source in many ways than all the wonders of the Nile valley. *Babylon* is an efficient contribution to the admirable Ancient Peoples and Places series, substantially improved since its first publication seven years ago. Joan Oates tells the confusing tale smoothly, as city-states eternally rise and fall, giving way time and again to some new bunch of wild men from mountain or desert. Her survey of an elaborate society and economy, and her assessment of its achievement, are brief but impressive.

While great civilizations flourished in the Middle East, equally exciting things happened in Britain. Unfortunately, for them the evidence is slight and tantalising. Gaynor Francis speculated enthusiastically around one key mystery: just why did Stonehenge's builders bring those very special bluestones all the way from Pembrokeshire? Intuition rather than evidence carries her way beyond Preseli into mid-Wales, where she posits a Mesolithic "seasonal clock" amid desolate moorlands. The idea of the evolving observatory is fascinating, but neither the archaeology nor the prose is good enough to sustain the argument.

**Tom Corfe**

# Womanhood

Feminism and political science have not been exactly close in recent years. **Feminism and Political Theory** by Judith Evans et al (Sage, £5.95) takes a look at the yawning gulf, and provides a useful overview of some of the work of and some of the differences between feminist political scientists in the UK today, arising from the 1985 Political Studies Association conference.

**About Chinese Women** (Marion Boyars, £5.95) declares the title. Ah, if only it was. First published in France in 1974, the book is behind the times and labours under its translation. Philosopher Julia Kristeva ruminates on Chinese society and womanhood, and the West's blindness to China. Through a historical survey she argues that in the Chinese revolution we see a fundamental women's revolution. Short, interestingly speculative, but sadly uninformative.

While psychologists may have explained women's acquiescence to their subordination, they provided no answers for women's resistance to it – until freud, that is, argues Janet Sayers. Freud was able to take account of the contradictions confronting women. Her succinct analysis of Freudian and post-Freudian theories in **Sexual Contradictions: Psychoanalysis and Feminism** (Tavistock £6.95) shows what they have to offer, but also makes the point that individual solutions are not enough. Women need to organize collectively for a real change.

**Sarah Jane Evans**



BOOKS

Ireland: a week in the life of a nation, *edited by Red Saunders and Syd Shelton, with text by Anthony Cronin (Century £19.95) is the result of letting 50 photographers loose both sides of the border. This picture of a Derry mural well illustrates the fatally seductive appeal of IRA imagery.*

# The elite bid for survival

**Englishness: Politics and Culture 1880–1920. Edited by Robert Colls and Philip Dodd.**
Croom Helm £25. 0 7099 0849 0.

This is an important and challenging book. Above all it makes abundantly clear that so many of the characteristics of "Englishness" – appearances notwithstanding – were actually created in the late 19th and early 20th centuries. It was a process which was closely related to the territory explored in *The Invention of Tradition*, a recently published volume of essays edited by Eric Hobsbawn and Terence Ranger.

Eleven contributions comprise Colls' and Dodd's wide-ranging exploration of cultural politics and the politics of culture in this period. Patriotism, of course, looms large as does its heavily masculine ethos. Then there is the idealization on the one hand of the healthy, fulfilling life of organic rural communities and on the other of the virtues and political lessons of the Elizabethan Age. At the individual level Stanley Baldwin is here in all his carefully contrived quintessential Englishness, and the Webbs and the Chamberlains make frequent appearances. The writings of Thomas Hardy, Edward Thomas, and the relentlessly prolific Arthur Mee are appealed to. Out-of-the-way first-hand sources are employed such as Arthur Eaglestone's working-class account of the impenetrability of Oxford University. There are neat cameo portraits of the forgotten W A S Hewins, the tariff reformer, Thomas Kirkup, the historian of Socialism, and E A Bartlett, a useful political propagandist frustrated in his ambitions for political office. *Country Life* and the *Boy's Own Paper* (both some under discussion).

More generally, the crucial role of Oxbridge, London and the South in establishing "Englishness" is examined as is the process whereby it became institutionalized. The *Oxford English Dictionary*, the *Dictionary of National Biography*, the National Trust, the National Portrait Gallery – to cite only a few examples – all came into being in these critical years when foreign competition was increasing and Dangerfield's *Strange Death of Liberal England* was in the making at home as workers and women suffrage campaigners became increasingly restless. The creation of "Englishness" comes over in this volume, partly at least, as the elite nation's bid for survival.

Elgar – the subject of a fascinating chapter on cultural diffusion by Jeremy Crump – helped them whistle to keep up their spirits, and others, gratifyingly, joined in. The discipline of English – as Brian Doyle shows – came to occupy a crucial socio-academic role in education, with university extension lecturers in that subject seeing themselves as missionaries eagerly promoting a more widely accessible substitute for the classics of Greece and Rome. Though this was largely a separate process – *modern* literature, untested by time, was unsuitable for the syllabus – literature itself in this period enjoyed an impressive fertility, part supportive, part subversive of the national ideals. Hopkins was rendered safe by Bridge's careful editing. Joyce eventually became an honorary Englishman, and even D H Lawrence – though obviously unsuitable in some respects – could be partially accommodated in the tradition.

"Englishness", undoubtedly, has endless ramifications, and it would be unreasonable to expect an absolutely comprehensive treatment of the subject. Some of the omissions – above all the monarchy – are apologized for in the editors' preface. No contributor, we are told, could be found to write on colonial responses to "Englishness". (It would have been useful also to have had a chapter on American views.) There is little on popular culture – especially the music hall – or on sport – and no consolidated discussion of the impact made by the First World War on national consciousness. Elsewhere the balance is questionable. Though literature and the nascent discipline of English receive proper attention, historians – no less important in this politico-cultural process – are strangely neglected and the contribution of historiography to the assertion of national identity largely ignored.

There are minor slips here and there and some of the essays – Dennis Smith's, for example, and the long, rambling and idiosyncratic piece by Stephen Yeo – do not evince either a strong sense of direction or of integration with the rest of the volume. And in a book which cries out for illustrations – especially in Alan Howkin's memorable chapter on the discovery of rural England – we must content ourselves with the solitary example offered on the dust wrapper. There is no bibliography and no general index. The erratic quality of the typography would at the turn of the century have led to the dismissal of an apprentice.

But, quibbles apart, this is an entralling and hugely satisfying book.

**R C Richardson**

# Medievalism

**Popular Religion in the Middle Ages. Western Europe 1000–1300. By Rosalind and Christopher Brooke.**
Thames and Hudson £6.95. 0 500 27381 2

This is an attractively produced and, by today's standards, reasonably priced edition of a book whose appearance was warmly welcomed when it was first published in 1984. Popular religion in both medieval and modern times is now a well-established branch of historical investigation. This volume makes a useful contribution to the field by its discussion of pilgrims, saints, heretics and critics, of popular commitment to the Church, and of attitudes to the Bible and to preaching on the notions of Heaven, Hell and Purgatory. The text is reinforced with vivid and well-chosen illustrations and a substantial bibliography.

**RCR**

# Movements of the human heart

**The Canterbury Tales. By Geoffrey Chaucer. Translated by David Wright.**
Oxford University Press £2.95. 0 19 281597 0.
**George Crabbe: Selected Poetry. Edited by Jem Poster.**
Carcanet £4.95. 0 902145 54 1.
**George Eliot. By Gillian Beer.**
Harvester Press £15.95 and £4.95.
**Dylan Thomas. By Walford Davies.**
Open University Press £3.50. 0 335 15083 7. £12.50. 0 15092 6.
**Jane Eyre. By Jeannette King.**
Open University Press £3.50. 0 335 15085 3. £12.50. 15094 2.
**Women in Love. By Graham Holderness.**
Open University Press £3.50. 0 335 15253 8. £12.50. 15254 6.

David Wright's new translation of *The Canterbury Tales* is a conscious attempt to replace "the old Coghill version". He has sacrificed "for immediacy, directness, and plain speech . . . any strict adherence to Chaucer's rhyme-schemes". At a short reading, Wright's use of half-rhymes and assonance seems deceptively arbitrary and uncrafted, though their cumulative effect is to provide a faster pace to the text. Some of the eye-rhymes break the rhythms ("puss" and "cutlass" in the Reeve's Tale): however, where a rhyme comes fluently, Wright far outdoes Coghill. "Though for appearance' sake, muster in name, / Lest, as a husband, he be put to shame," from the Franklin's Tale, is deft and incisive. The rhyming in Coghill is both closer in form to Chaucer and superficially easier on the ear. For prolonged reading or study, the Wright version is the more consistently Chaucerian in strength and self-conscious celebration of the lives of "God's plenty". That one of the book's dedications is to C H Sisson adds a forceful endorsement to a translation that Peter Levi says "is certainly the best we have ever had".

There is much of Chaucer's vigour in Crabbe's "The Frank Courtship". This welcome Carcanet Fyfield edition is a cautious introduction to a neglected poet, rich in observation, narrative and subtle humour. Crabbe's subjects are the "turns and movements of the human heart" unprotected by the "tinsel trappings of poetic pride". This desire to question human behaviour and to place social ills in their context may account, despite an unfamiliar style, for our reviving interest in a poet whom Byron called "Though nature's sternest painter, yet the best".

The banal opening sentence ("There are many ways of studying George Eliot") is the only obvious observation in Gillian Beer's stimulating contribution to the Key Women Writers' series. The central issue is how to answer Miles's claim that George Eliot wished to be free of close involvement with the feminist movement. Themes of renunciation, taboos on female desires, and martyrdom provide, through Beer's consistently compact insights, an awareness not only of Eliot's role in contemporary feminist thinking, but also of fresh approaches to her fiction. The strength of Beer's analysis – her bibliography comprises 160 items – is her single-minded concentration upon the brief this series gives her.

The *Open Guides to Literature* are not specifically designed for Open University students. They do benefit from the developed skills of Open University teaching, and through their combination of provoked but guided discussion and the evidence for reasoned answers, they become acts of collaborative enlightenment.

In 100 pages, the student of *Jane Eyre* is encouraged towards well-founded decisions upon the central issues of the novel. There are occasional brief loops to introduce structural techniques of criticism. These tend to be awkward visitors, though some of their approaches serve as iconoclastic shocks to settled ideas. The open nature of these Guides is confirmed by Jeannete King's feminist ideas about Jane's relationships with Rochester and Rivers. She does not press these and her recommendations are gentle and unbinding.

Walford Davies is a reasoning advocate for all aspects of Thomas's poetry, the developing features of which are stimulatingly examained against the continual backcloth of the poet's use of language. Thomas's reputation is affectionately advanced by some outstanding criticism of many poems, stressing his interest in the organic processes of nature, the role of poetry, and the landscape of religious belief. The final discursive chapter places Thomas within the shifting movements of recent poetry. Other time reference to Davie's attack on Thomas, there is little adverse comment, however, upon which to sharpen the student's critical acumen. Yet, as with other Guides, the reader is constantly returned to the text, in order to form or develop ideas.

In examining *Women in Love*, Graham Holderness employs occasional short passages from other critics and in refuting Leavis's clear moral distinction between the pairs of lovers, he argues powerfully that the novel is a dialectic of creation and destruction expressed in conflicting sequences of language. Holderness comments on the lack of good feminist criticism of this novel. Perhaps to have given *Women in Love* to a female critic might have been too daunting controversial for a series that will do much for the open but informed appreciation of literature.

**Roger Freebairn**

# Upstairs, downstairs

**Miss Abigail's Part or Version and Diversion. By Judith Terry.**
Jonathan Cape £9.95. 0 224 02850 2.

This book is of interest in two ways: first as it relates to *Mansfield Park* and second as it takes us out into the wider world of politics and crime.

Jane Austen, as is often said, confined her comedies to the drawing-room with barely a nod to the contemporary Napoleonic Wars much less to the social unrest verging on rebellion that seethed below the calm surface. In this book we plunge into the turbulent underside.

Miss Abigail, or more properly, Jane Hartwell, granddaughter of the gardener at Sotherton, became maid to Julia Bertram from which lowly position she witnessed many events that do not appear in *Mansfield Park* as well as some of those that do. Her robust approach, natural to one of her place in society, to the events that occurred there, casts a new light on them and the two households. On the fateful night of Sir Thomas's unheralded return, she was forced to leave and here began her melodramatic and varied adventures which led her into the Hogarthian world of outcasts, vagabonds, reformers and rakes. Here she faces the threat of rape, sudden death, imprisonment in a thieves' stronghold and finally reaches comparative safety. These are the years prior to the first Reform Bill, of Peterloo, when the poor had no vote, no right to combine in Unions, when whole areas of London and other cities were unsafe and the laws were draconian.

The juxtaposition of the two faces of this period is shocking. Judith Terry has researched thoroughly and writes in an acceptable, if occasionally anachronistic style which catches the flavour of the time without appearing artificial.

**Katya Walter**

**Mount Analogue** (Penguin £2.95) is the first complete English language text of Rene Daumal's unfinished exercise in metaphysical mountain climbing as eight set off for the mythical peak. Witty and written in a conversational first person, it's a shame that his untimely death aborted this promising picaresque.

**RB**

**Read Around the World One**, reviewed in *The TES* on September 19, is by Jane Moran, and not as stated (Edward Arnold £1.95, 0 7131 7395 5).

# Nuclear family

**Frances Hill on Brian Clark and the Bomb, the theme of his play 'The Petition' which opened at Wyndham's Theatre this week**

"King Harold of England would have been completely justified in using the bomb against William the Conqueror. But if he had we wouldn't have had Shakespeare. We wouldn't have the English language as we know it today . . . Being conquered may be the end of your world, it may be the end of your life, it may be the end of your happiness, it may be the end of your children's and grand-children's happiness, but that to me is not sufficient justification for ending the world . . ."

That empires come and go but the planet should be allowed to endure is the essence of Brian Clark's position on nuclear weapons and of his play, **The Petition**, which transferred from the National Theatre to Wyndham's on Wednesday. He claims that the argument against the bomb is very simple. The bomb is either a deterrent or it is not. And in his view, it cannot be a deterrent if we are not prepared to use it first. And we should never, in any circumstances, be prepared to use it first.

Brian Clark has been trying to write a play about the bomb for a very long time. He was trying eight years ago when *Whose Life Is It Anyway*, his play about a man paralysed from the neck down who seeks the right to die, had a gigantic success and established him as a leading stage playwright. (He had been writing extensively for television for years.) But his attempts at a play on the bomb kept "coming out as boring Agitprop drama".

"It needed a metaphor," he says. One "big enough to cope with the subject." The metaphor he at last found was marriage. "It seems to me that Russia and America live in the same house and it's just too dangerous to throw the cutlery." In the play an 80-year-old retired general discovers that his 72-year-old wife has signed a petition, published in *The Times*, against the first use of nuclear weapons. The general himself is a passionate believer in the deterrent. There follows some debate between the couple on the nuclear issue but most of the rest of the drama consists in the exploration – often, specially in the first Act, amusing exploration – of a 55-year marriage.

"Having got the metaphor I could forget about the bomb really and just write about the marriage . . . I wanted to celebrate the virtues of just carrying on and staying with it." The audience, or part of it, may feel some frustration at the play's not debating the nuclear issue in more detail. Is Lady Elizabeth Milne a unilateral disarmer? What are her views on Nato? On conventional forces? What, indeed, are Brian Clark's views on these matters? He avoids giving an answer on unilateral disarmament but advocates building up conventional forces to match those of the Russians. But he then insists, again, that all this is irrelevant. What matters is the refusal to contemplate a first strike.

This passionate concern for finding the simple, morally right answer to seemingly complicated political and social questions is perhaps in part an inheritance of a Thirties working-class childhood of real economic hardship but the strongest moral values. Son of a blacksmith, a trade unionist in the "Christian Socialist" tradition for whom trade unionism was about "caring and brotherhood" and those views on the present-day print workers' "nest feathering" were "unprintable", Brian Clark displays a fierce nostalgia for the decency and high principles he feels were common currency in this country in his youth. In the Bristol street he lived in as a child people hung their door keys through their letter boxes on pieces of string and, despite the real poverty, there was never a theft. He feels terribly the "loss of principle". He expresses the greatest possible contempt for the current government and for the nostrum that the market should decide. It is "the intelligence", not "some abstraction", that should decide. He has been trying to write a play on this subject but, again, needs to find a metaphor.

Brian Clark is clearly his father's son. But as a child he was his mother's son and she was a "passionate, intelligent" woman extremely frustrated by her limited circumstances. There seems a dichotomy in almost all Brian Clark's main characters between the facade moulded by upbringing and the sensitive, imaginative, vulnerable individual underneath. This may reflect a division in the man who created them. He has undergone several upheavals in his life. He went to Nottingham University to read drama at the age of 27. He gave up teaching in 1970 to chance his arm on writing. He has suffered two broken marriages. But if there were no dichotomy, there would probably be no playwright.

Nick Oakes

Television

# Flavour detectors

It's no coincidence, surely, that Jeffrey Archer's **First Among Equals** (ITV, from September 30) has started in the middle of the party conference season, or, perhaps, that the BBC has chosen this moment to give us its two-part adaptation of Hilda Bernstein's political thriller about South Africa, **Death Is Part of the Process** (BBC1, September 28 and October 5). These are less obvious tie-ins than, say, evidence of a sudden interest in the Chinese peasantry before a Royal visit (**One Village in China**, BBC2, October 4), but our leaders still take such fictions seriously as opinion-formers. "Perhaps if we'd had that Falklands play," Norman Tebbit told David Dimbleby (**This Week Next Week**), BBC1, October 6), in answer to a question on Mrs Thatcher's image, "we'd have had the scenes that show her in that light" (as really a very caring person).

At the start of the programme, Dimbleby allowed him to get away with a good deal of condemnation of the Labour Party for being concerned only to put across a vote-catching image and disguise its hidden, Socialist agenda. He might have pointed out that the later report from Tory Esher suggested that what worried the party faithful was precisely the government's failure to "get its message across" and the consequent loss of votes. Tebbit himself was not above concern for the party image and at "the generalized myth that the health service is worse, that education is worse". "We don't hear of the sheer joy of people going to the new hospitals that have been opened." You can never tell when the man is joking.

As for Jeffrey Archer's tale of political life, it did nothing to reinforce the view that MPs, from either party, devote themselves to public service to advance their deeply-held convictions. Archer is clearly a Militant entrist in the Tory ranks whose aim is to undermine faith in political establishment by presenting its representatives as ambitious opportunists prepared to sell their allegiance to anyone who will offer them a seat on the front bench. **Redbrick** (Channel 4, October 4), starting with the appointment of a new politics lecturer at Newcastle University, looks set to give documentary support to an equally unidealistic picture of the academic world.

Like the sick who are inexplicably failing to express their sheer joy at the opportunity to try out the government's brand new operating theatres, food faddists tend to be less than enthusiastic about the ability of food technologists to engineer the flavours and textures that market research tells them we want. That excellent science series **Equinox** (Channel 4, October 2) illustrated the amount of dedicated effort that goes into supplying the needs of a population which no longer has meals, but indulges in "eating episodes", yet prefers "natural" products. We saw the creation of croissant cones, their rejection by the consumer and their replacement by Mrs Palfrey's Wholewheat Snacks (alternatively entitled "Crack-a-Snack" or "Mousse au Croûte"), a mixture of seaweed and locust bean gum disguised by "nature-identical" flavours (something the Borgias could have put to good use). These food technologists had names like Jolly and Bacon, and there were times when I suspected that *Equinox* had its flavour-detector in its cheek; but you can't parody the food industry.

Hitchcock (**Omnibus**, BBC1, September 26 and October 3), receiving an award from the American Academy, did not need to pay tribute to his wife's cooking, but the programme failed to penetrate that protective armour. What it did was to show him as a master of film language, fully conscious of how he achieved his effects, whatever the unconscious motivation behind the desire to achieve them. It was one of a number of interesting film programmes on television during the week, and film fans should also be delighted by BBC2's Film Club (from October 4), introduced by Derek Malcolm, which has the nice idea of pairing comparable films from different periods. They can't all be as good as *Le Balance* and *Touchez pas au grisbi*, but there is still plenty to look foward to.

**Robin Buss**

# She married him

**Jane Eyre.**
**Birmingham Rep.**

Fay Weldon's adaptation moves smoothly and swiftly through the labyrinth of the story from Jane's childhood with the Reid's and Lowood School (both taken as flashbacks as Adele and her governess sit talking), to the disturbing mysteries of Mr Rochester and his house, his rough declaration of love for Jane, their marriage abandoned in church for the "just impediment" of Mrs Rochester, Jane's flight and rescue by the Rivers family, and final reunion with Rochester, blinded but freed by the fire from his matrimonial shackles.

It says much for the narrative drive of Ms Weldon's writing (echoing that of Charlotte Brontë herself) and her vigorous dialogue that so much intrinsically melodramatic material can be compressed into a two-hour play without it descending itself into melodrama. It never does, but at times one feels aware that a staged representation of the most powerful moments in the story cannot rival the novel in rousing our imaginations, though Ian MacNeil's multi-level set, with tall Gothic walls enclosing a space, criss-crossed with staircases which disappear up into the flies, is an exciting re-creation of the brooding house.

But what the play does, through the speech of its characters, is to pull out some of the underlying themes of the book which lie in the shadows of its magnetic love story; the powerlessness of women in Victorian society, the frustrating narrowness of their lives, the moral cant and hypocrisy (and the genuine martyrdoms of self) which were a product of the fierce religiosity of the age, and a final, moving eulogy on the experience of a happy marriage: Ms Weldon weaves them firmly into the tapestry of the play, giving texture and substance to the plot.

Birmingham Rep's new resident Young Company, under the direction of Derek Nicholls, do her justice with sparklingly talented performances, in particular from Tam Hoskyns as Jane, David Lansbury (Rochester) and Charlotte harvey (Adele).

**Ann FitzGerald**

# Two-handed

**Celebrating Britten and Tippett.**
**Morley College/ South Bank Centre.**
**Concert by the London Sinfonietta (conducted by David Atherton).**
**Royal Festival Hall, October 2.**

Students at Morley College had the opportunity last week to immerse themselves in the work of Benjamin Britten and Michael Tippett in a day of informal talks and lectures by writers and musicians particularly associated with the two composers. The day was one of the first ventures of the South Bank Education Department. Questionnaires were handed out to students who attended the lectures: "We were trying to find out whether people who enrol for courses also come to South Bank concerts" said Sue Robertson, the South Bank's education director.

Britten and Tippett met at Morley College during the Second World War when Tippett was musical director there. It was Tippett who helped to establish the college's reputation as a centre of music for everyone from beginners to advanced students.

The students had an opportunity to meet members of the London Sinfonietta after the evening concert which began with Tippett's Divertimento on Sellinger's Round – a work which owes as much to Stravinsky as to its archaic inspiration (an anonymous 16th-century round) – and ended with the same composer's Second Symphony.

The Sinfonietta delivered the symphony with their usual panache and crisp attention to detail. But although the work contains a number of interesting musical devices and some at times brilliant writing for sections of the orchestra, particularly the brass, it leaves the listener strangely unsatisfied.

The centrepiece was Britten's Cantata Misericordium, a dramatic, almost operatic setting of the story of the Good Samaritan, with moving performances by Philip Langridge as the Samaritan and Stephen Roberts as the Traveller.

The Britten Tippett Festival continues until December on the South Bank and at the London Coliseum. Glyndebourne Touring Opera and the London Sinfonietta are on tour with Britten's *Albert Herring* in Oxford (October 25), Plymouth (November 1,) Manchester (November 15). For a free leaflet giving details of concerts and talks, telephone 01-928 3002.

**Philippa Davidson**

*Note: the address of Chromatica (review, TES September 26) should read 119 Rosebery Avenue, London N17 9SE. Tel: 01-808 2768.*









# St Lucia bound

**John Thieme on the Commonwealth Institute's Caribbean Focus '86**

**Ti-Jean and His Brothers. By Derek Walcott.**
**Banjo Man. By Roderick Walcott.**
Commonwealth Institute Arts Centre Theatre.

At the Commonwealth Institute this month Caribbean Focus '86 builds to a climax with a theatre season which features three companies from the West Indies and a literature conference which runs from October 23–25. This brings together several of the region's leading writers, including Edward Brathwaite, Wilson Harris, George Lamming and Earl Lovelace.

The theatre season kicked off last week with two plays from the St Lucian National Theatre. This week sees the acclaimed Jamaican women's collective, Sistren, performing a new reggae musical and the week after next the newly-formed Pan-Caribbean Theatre Company presents plays by Dennis Scott, Michael Lovell and Rawle Gibbons.

The St Lucian plays are by the two most influential figures in the development of the island's theatre, Derek and Roderick Walcott, who founded the St Lucia Arts Guild, from which the National Theatre grew, in 1950. Derek has gone on to achieve recognition as the Anglophone Caribbean's leading dramatist and one of its finest poets, while "Roddy" has produced a string of plays celebrating the folk customs of St Lucia, which, if less well known internationally, have secured his reputation at home.

*Ti-Jean and His Brothers* is already an acknowledged classic. On the surface, it is a fairly simple enactment of a tale which exists in many cultures: that of three brothers who must, one by one, encounter an elemental force of evil. In this version the brothers have to answer the Devil's challenge to make him feel anger without losing their own tempers. Gros Jean, the eldest, who relies on brute force, and Mi-Jean, the middle brother, who is captivated by rhetoric and philosophy, predictably, within the tripartite structure, fail. Ti-Jean (Little Jean) succeeds because he relies on instinct, common sense and the trickster attributes which, in the Caribbean, are most commonly associated with the folk-hero Anancy.

The play preserves the mythic quality of the legend, but invests it with layers of allegory. The Devil is identified with a white Planter and also with Papa Bois, a traditional figure representative of folk wisdom. The play is concerned with the dispossessed Caribbean peasant's fight for survival, but it also charts the movement towards a post-colonial consciousness and the quest for a local tradition. This third level of allegory helps to explain why the Devil is equated with Papa Bois as well as the Planter: both are seen as exercising a stultifying influence on the Caribbean imagination. Ossified folk wisdom is rejected, but myth is accepted as a legacy to be taken over and metamorphosed. So too are cultural influences as diverse as Greek and Elizabethan theatre, the Kabuki and local storytelling conventions.

A complex play, then, and a treat to see it staged in Britain. But it demands first-rate acting and direction, both of which are sadly lacking in this production. The individual performances are energetic enough, but only Malcolm Pierre as Gros Jean and Ruby York as the mother of the three brothers carry off their stylized roles with conviction. The rest of the cast fight an uphill battle against the poor acoustics of the Commonwealth Institute Theatre and all too often resort to frenetic movement. Disaster is averted thanks to a musical score which just about keeps the momentum going, and costumes, staging and set design also help, but not enough to save the day.

In contrast the shorter *Banjo Man* is well done. A comic play which relies heavily on music, it lacks the serious import of *Ti-Jean* and the company seem far more at home with its lively, carnival mood. Its subject is the La Rose Flower Festival, a traditional St Lucian folk observance, held every August in honour of St Rose of Lima, first saint of the New World. Thus, like most things in this predominantly Francophone island, it has its origins in Catholicism, but the feast is a secular one characterized by drinking, dancing, marching in the costumes of royalty and a good deal of bawdy song.

Estephan, the banjo man of the title, is a Dionysian figure who travels through the island, playing his instrument (in more senses than one) and composing teasing extempore songs wherever festivals are held. The part is brilliantly played by Egbert Mathurin, but *Banjo Man* relies on successful ensemble playing and all the cast turn in fine performances aided by the first-rate score by Charles Cadet (currently St Lucian High Commissioner in London).

**Malcolm Pierre (Gros Jean), Ruby York (Mother), Glen Charlery (Ti Jean) and Michael Felix (Mi Jean)**

*The Caribbean Theatre Season continues with Sistren performing until October 12 and the Pan-Caribbean Theatre Company from October 21–26. Details and tickets from the Box Office, Commonwealth Institute, Kensington High Street, London W8 6NQ. 01-602 3568.*

*Ti-Jean and His Brothers* is available in *Plays for Today*, edited by Errol Hill. Longman.

*For further details of the Caribbean Writers Conference, contact Indira Nandlia on 01-603 4535, ext 267.*

Five new titles have appeared in the Longman Caribbean Writers Series. Trevor Rhone's plays *Two Can Play* and *Schools Out*. Edgar Mittelholzer's Guyanan ghost-story *My Bones and My Flute*, and Roger Mais' *Listen, The Wind and other stories* all published at £2.50 each. Orlando Patterson's *The Children of Sisyphus*, one of the first serious fictional portrayals of the Rastafarian community, and George Lamming's *In the Castle of My Skin*, a much-praised first novel about growing up in colonial Barbados, are published at £2.95 each.

# Fact and fiction

**Under Exposure.**
Theatre Foundry, St Thomas' R C School, Willenhall, Walsall.
**Food For Thought**
Big Brum TIE Company, Saltley School, Birmingham.

Dramatic juxtaposition of fact and fiction is used to good effect in both these productions to highlight the individual suffering that lies embedded in terse news reports and other documentary evidence, current or historical.

In *Under Exposure*, we watch newsreel film of police raids on black shanty towns in South Africa; bulldozing ramshackle tin huts, dispersing "illegal squatters" with dogs and teargas and transporting the women and children to the homelands, while at the same time living through the harrowing experience of such events with Mama Rejoice, her young daughter Nompi and grown-up niece Tokko.

Fragmentary in structure, the play (written by Lisa Evans for Theatre Centre in 1983) is in many ways a series of images and the "shots" which photographer Suzie Shelley is snapping up eagerly for her paper in England are impressed strongly on the mind's eye; an image of the women trekking, bedroll on their heads, across the unfamiliar "home" lands, the crumpled heap of debris that was once a home, the pile of domestic possessions hidden clumsily under a polythene sheet for the family's intended return, all add up to a painful sense of the seemingly eternal disruption of these people's lives.

Similarly disheartening are the letters of Sir Charles Trevelyan, First Lord of the Treasury in 1845/46 who, while a million people in Ireland were dying in the potato famine, advised H M Government to leave things to natural forces to sort themselves out", averring that "cargoes of corn heading for Ireland are no longer needed". Meanwhile, we watch the young Heggertys and their first baby slowly losing ground in the battle to stay alive.

The half-hour play forms the middle section of a three-part project on food throughout the world. Richard Brown and Alison Belbin are admirably versatile in portraying a variety of roles, from snappy cartoon cameos of food conscious types (fadist, gourmet, vegan etc), in which a lot of factual information is conveyed very quickly, to the serious drama of the play itself.

But there is a limit to how many people actors can convincingly portray at any one time, and this play would have benefited from one more person in the cast to let the Heggerty characters develop.

Theatre Foundry with regular grants from both Walsall and Dudley Education Authorities can field four actors while, by contrast, Big Brum, providing material of equal quality but with only ad hoc funding from a variety of charitable and community schemes, are down to two, with a diminution in the power of the play.

**Ann FitzGerald**

**W H Smith** gave themselves – quite justifiably – a pat on the back for their arts sponsorship this week at a special event in the Purcell Room in London. Besides their prestigious literary award, which has been made annually since 1959, there are numerous projects involving children and young people. The latest, which started in September, and was officially launched on Tuesday, is the **National Theatre Education Department's W H Smith Interact.**

The scheme will enable the NT to make available its expertise to schools and colleges by providing practical demonstrations, workshops, discussions, seminars and advice on request. The skills of technicians, playwrights, administrators, designers, fight experts and actors are already being put at the disposal of schools. "The phone hasn't stopped ringing," said Kevin Cahill, Education Officer at the NT whose department mailed 4,000 schools in September.

The other showpiece theatre project is the **WH Smith/ Royal Shakespeare Company Youth Festival** which will take place for the fifth time in Stratford-upon-Avon between November 24 and December 7. This year's menu looks especially exciting with workshops, performances, events for very young children and a young writers' project. There will even be a chance to sample Elizabethan food.

Long-standing projects like the Poets in Schools scheme (organized by the Poetry Society), the Young Writers' Competition, the Youth and Music Cushion Concerts, the regional auditions for the National Festival of Music for Youth and the Young Concert Artists Trust continue as successfully as ever.

## Among this week's contributors:

**Gerald Haigh** is head of Henry Beloirs Middle School, Bedworth, Warwickshire.

**Peggy Heeks** is assistant county librarian for Berkshire.

**Frances Hill** is the author of *Out of Bounds*, published by John Murray.

**R C Richardson** teaches at King Alfred's College, Winchester.

**Dr John Thieme** is a lecturer in the department of Language and Literature at the Polytechnic of North London.

# Under the microscope

VIDEO
The Biochemical Basis of Biology
Tape 1: Cell Structure and Energy Production
VHS or Betamax, £25
Department G, The Biochemical Society Book Depot, PO Box 32, Commerce Way, Whitehall Industrial Estate, Colchester, Essex CO2 8HP.

Today Biochemistry plays a much more important role in the advanced Biology syllabuses. It is not an easy area to illustrate – and teaching it can easily degenerate to listing formulae and memorizing equations. This video, the first of a series, is aimed at helping teachers make the subject more interesting and more understandable.

There are four sections of about 15 minutes. In the first, "The Electron Microscope", the problem of resolution in microscopy is introduced. It clearly illustrates that the use of a light microscope beyond certain definite limits does not increase magnification of detail, and discusses the basic principle by which an electron microscope works. It also demonstrates very clearly how such a microscope works and the procedures necessary before a specimen can be examined. Techniques such as negative staining and shadowing, freeze fracture and freeze etching are described.

"Subcellular Fractionation" explains that, however good your microscope is, it is impossible to see how a cell works. One way to explore cell functioning is to separate the different cell organelles and then study how they operate. The isolation of mitochondria from a piece of liver is illustrated.

The value of such work in identifying the functions of cell organelles is brought out in the third section on "Mitochondrial respiration, the oxygen electrode". The work of the mitochondrion in breaking down nutrients to produce ATP is discussed. This involves the citric acid cycle and an electron transport chain. Mitochondria are isolated from cells and with a suspension of the organelles uptake of oxygen can be studied, using an oxygen electrode. The setting up of such an electrode is shown and its operation simply explained. An investigation into oxygen uptake is then demonstrated and the results displayed on a chart recorder and interpreted by the commentator.

The last section looks at the process of photosynthesis. It starts very simply by explaining its importance and demonstrating how to test a leaf for starch. It continues by investigating the properties of isolated chloroplasts and demonstrates a Hill Reaction. A study of such a chloroplast suspension is demonstrated and their functioning followed, using an oxygen electrode. The concept of the two photosystems is developed and the programme ends by demonstrating it.

This video succeeds admirably in achieving the aims of the producers. The sections are not intended to support each other directly, but it is interesting to see how one builds onto the next. The quality of presentation is high – close-up sequences are very clear and some are especially dramatic. The commentary is clear and spoken slowly. A useful short set of background notes, with appropriate references for further reading is supplied, but before students see it, teachers should check on the vocabulary used in the programme. Some background knowledge will be essential if students are to get the best out of this excellent production. It could be used with GCE advanced level students in schools and colleges, but would be more suitable for those on HNC and TEC courses, or even first-year university students.

**John A Barker**

Martin Maher/Network

# Full of promise

## Anders Hansen argues that television glamorizes images of alcohol for young people

Widespread under-age drinking and increases in the number of under-age drinkers convicted for drunkenness raise questions about the social pressures on young people to drink. Concern about the role of television and other mass media in influencing young people's views of alcohol has traditionally focused on advertising. Yet, persuasive, glamorous and full of promises as they may be, alcohol advertisements account for a relatively small proportion of the overall images of alcohol on television.

In our research at the Centre for Mass Communication Research at Leicester University into television and alcohol, we found that over a two-week period alcohol advertisements accounted for just over half-an-hour during peak viewing time. In comparison, in drama and entertainment programmes, scenes showing characters drinking alcohol totalled some 13 hours. In sheer quantitative terms, there can be little doubt that the messages communicated to viewers about alcohol go well beyond those of advertising.

This suggests that if we are to understand the role of television in influencing young people's beliefs about alcohol, we need to look at the images and information which television as a whole makes available to viewers.

The most striking finding from our study of television images of alcohol was not so much the frequency with which consumption is shown, particularly in popular serials; rather, it was the narrowness of the range of alcohol images. Generally, alcohol and drinking on television are shown as pleasant and unproblematic, and as a natural aspect of sociable behaviour. There is relatively little portrayal of the potentially harmful and dangerous consequences associated with alcohol. Images of alcohol abuse or addiction remain few and far between.

The possible significance of such findings becomes clearer when seen against the background of preliminary results from a second part of our research, consisting of a survey of 349 youngsters, aged 12 to 17 years, and selected from schools in and around Leicester.

When asked about their recall of programmes on alcohol-related problems, those who could recall having watched any, referred to television drama serials as often as documentaries and news programmes. This should not be taken to mean that young viewers cannot distinguish between factual programmes and fiction on television, but it does suggest that how alcohol is portrayed in popular television serials and other television drama should not be dismissed as irrelevant to young people's learning about alcohol. The extent to which a clear and conscious distinction between fact and fiction is made when it comes to gleaning information about alcohol use and abuse is a matter for further investigation.

The crucial point is not necessarily the frequency with which alcohol consumption is shown in such programmes, but rather that the images of alcohol on television fall within a narrow range and fail to explore the multiple uses, consequences, and risks associated with drinking.

Overall, less than 40 per cent of the young people we interviewed could in fact remember having watched any programmes about alcohol-related problems. The same was true for programmes about the effects of smoking. In sharp contrast, over 80 per cent could recall programmes about drug abuse.

While recall of programmes about drugs centred on a relatively small number of titles, it would be a mistake to attribute the marked differences in recall between alcohol and drugs programmes to the "effect", "catchiness" or "quality" of individual programmes. Rather, it seems that the explanation should be sought in the overall prominence and weight given to the drugs issue, not just in the news media, but in politics and public debate generally. This prominence has brought with it a heightened sensitivity among young people to programme material about drugs. In this sense the finding confirms the conclusion from other studies of television that what viewers "get" from TV cannot be understood in isolation from the social climate of opinion by which issues such as alcohol and drug abuse are circumscribed.

In research on the effects of television it has generally been argued that its main effect seems to lie in its ability to contribute to the raising of public awareness about issues. One way of studying the possible contribution of television to awareness of substance abuse and other health-related problems is to compare so-called heavy viewers, ie those who spend a relatively large proportion of their time watching television, with light viewers.

First indications from our survey of young people shows that in terms of overall awareness of health problems, heavy and light viewers differ relatively little.

In response to an open-ended question, asking the respondent to name the main health problems facing people today, the most frequently mentioned were (in order) smoking and smoking-related diseases, cancer (cause unspecified), drug abuse, alcohol abuse, heart disease, diet and diet-related problems, AIDS and other sexually-transmitted diseases. Of these, smoking and smoking-related diseases were mentioned by over half of the respondents, alcohol abuse by just under a third, and AIDS and other sexually-transmitted diseases by just over a tenth. Interestingly, and maybe to the encouragement of school health educators, these responses appear to have more to do with the school health education curriculum than with the "television curriculum".

In a more focused follow-up question asking the respondent to name the two most common health-related problems from a list of six, alcoholism was mentioned by just under a third of all respondents, and with no significant difference between light and heavy viewers. This question, however, brought out an important difference, which was not revealed by the previous open-ended question. It showed that heavy viewers were significantly more likely than light viewers to name drug addiction as a "most common problem".

The indication from these questions is that there is a generally high level of awareness among young people of key actual and potential health problems. Amount of exposure to television seems to make little difference to the way in which respondents rate various problems associated with substance use and abuse, with the one crucial exception that heavy viewers seem to be exceptionally sensitized to the problem of drug addiction. It is tempting to argue that the media prominence given to drug issues during recent years may have contributed to this difference between heavy and light viewers.

It is equally relevant to focus on the lack of difference between heavy and light viewers in their perception of the prominence of alcohol-related health problems, and to see this as an indication that television, through its portrayal of alcohol consumption as largely unproblematic, has failed to make any significant contribution to young people's awareness of the potential problems associated with alcohol consumption. The key question to ask about the influence of television is not whether it "causes" non-sensible drinking patterns in young people, but rather whether it fails to reinforce the messages which teachers and health educators are trying to put across to young people about sensible drinking and the possible risks associated with drinking alcohol.

Anders Hansen is a Research Associate at the University of Leicester.
The Alcohol Education and Research Council and The Brewers' Society have supported the work on which this article is based.

# notes

**OPEN TECH**
The National Extension College's Open Tech Directory is a new guide to open learning. It contains over 800 Open Tech courses and modules, materials and facilities available from about 20 new projects, together with facilities and services offered by practical training and support services.

The entries are split into broad subject categories and arranged alphabetically. The Directory is available from Marketing Department, National Extension College, 18 Brooklands Avenue, Cambridge, CB2 2HN, price £9.95.

**PUZZLES**
A new range of jigsaws has been produced by Mandolin Puzzles. The puzzles cover British History, from the Stone Age to the present Royal family, as well as the Second World War and a view of London, from Portobello Road to Petticoat Lane. They are available in two versions – 1,000 pieces in European Green board or 800 pieces in hand-cut 4mm plywood. Prints of the puzzles are also available as posters.

For further details, contact Mandolin Puzzles, 9 Elia Street, Islington, London N1 8DE.

**GYMNASTIC CARDS**
Thirty-three illustrated teaching cards are now available for PE teachers. They are aimed at classes of seven to 12-year-olds and intended for use as a supplement to teacher training.

The cards are available from TBL Book Service Ltd, 17–23 Nelson Way, Tuscam Trading Estate, Camberley, Surrey GU15 3EU, price £7.50.

**SHAKESPEARE**
The British Universities Film and Video Council has published a catalogue containing some 380 programmes designed to bring together information on material which is available for hire or sale within the UK, for students and teachers of Shakespeare.

The catalogue includes full-length performances and critical interpretations of the plays, and includes films inspired by Shakespeare's plots and characters. There are titles designed to interest younger audiences and teachers in secondary education.

The catalogue is available, price £5 to members of BUFVC and £9.50 to non-members.

**LEARNING BY PLAY**
To a small child, play is work. It is with this in mind that Nursery World, the Play Board and Fisher Price Toys have got together to produce the "Learning by Playing" booklet, which is primarily a guide to play for professionals.

For further information on the booklet contact Sally Emms on 01-634 1000.

**GULLIVER'S TRAVELS**
The BBC production of Jonathan Swift's "Gulliver's Travels" is now released on video. Entitled "Gulliver in Lilliput", it tells Swift's tale of the adventures of Lemuel Gulliver, the 18th Century ship's surgeon from Wapping.

The video is available from BBC Enterprises Limited, Woodlands, 80 Wood Lane, London W12 0TT, price £24.95.

**DRIVING TEST**
The Department of Transport has launched a new driving test video called "The End of the Beginning". It sets out to explain the reasons for having a driving test and its relevance to modern driving conditions. It also includes basic manoeuvres in test and traffic.

Aimed at young potential test candidates, the video emphasizes the need for further training for a lifetime of safe driving. It is available from CFL Vision, Chalfont Grove, Gerrards Cross, Buck SL9 8TN, price £9.99.





# Bias by omission?

## by Jessica Yates

The pack, Auschwitz: Yesterday's Racism, as published by the London Auschwitz Education Committee to coincide with the 1983 Auschwitz exhibition. In 1985 the ILEA took over the marketing of the classroom pack and added their own booklets including a Teacher's Guide, but in July this year it was withdrawn for revision, following objections by Baroness Cox and Lord Harris about the linking of the death of millions of Jews to the prevention of Terrorism Act. Below, Jessica Yates, a former ILEA school librarian, expresses her longstanding concern about the pack.

Now that the strong feelings aroused by the 1983 Auschwitz exhibition have settled and the pack on *Auschwitz: Yesterday's Racism* has been withdrawn, the time seems right to analyse its political bias.

The most serious problem is bias by omission, which as Gillian Klein says in *Reading into Racism* is the hardest to detect. The most obvious and inexplicable omission is on page 1.5 of the pack, The Rise of the Nazis: Basic Facts. The entry for 1939 reads:

1939 March: Germany occupies the rest of Czechoslovakia. September 1: Nazis invade Poland. September 3: Britain and France declare war on Germany.

Wasn't a Nazi-Soviet Pact of August 23 1939 a basic fact in the rise of the Nazis. It was in fact a necessary prelude to war: Britain had promised to declare war if Hitler invaded Poland. Hitler needed to make a treaty with Stalin before the invasion, to ensure that the USSR would not fight back. They partitioned Poland between them. On September 17th the USSR invaded eastern Poland, and shortly afterwards Molotov announced: "The Polish State and its government have virtually ceased to exist."

There is only one reference to Stalin in the text:

"In 1917 there was the Russian Revolution ... Many Jews looked towards socialism as a way of ridding the world of racism and religious persecution. For a few years hopes were high but Stalin's counter-revolution and murder of the Bolshevik leaders who opposed him put an end to such hopes (2.3)".

Is this true? What a lot it leaves out, and how peculiar to describe Stalin as counter-revolutionary! Stalin's role in manipulating the German Communist Party is also omitted: "The socialist and communist parties wasted much time arguing with each other..."

In the pack, "holocaust" and "genocide" are defined, and we are told that "Nazi" is short for National Socialist German Workers' Party (why not Nationalsozialistische Deutsche Arbeiterpartei?). One very important term, "fascism", is *never* defined; other European fascist states (i e Spain and Italy) are not mentioned, and the term is often used where "totalitarianism" or "tyranny" would have opened up the discussion. "Fascism" (or Nazism) is misused to refer sometimes to unique features of Hitler's tyranny, or to common features of Nazism, Stalinism and modern tyrannies.

Section 3.1 has a list of laws passed against the Jews, with the comment "it could be done again if people allow Nazis to take power". A few of these laws, and many discriminatory practices against Jews, pertain in the USSR today.

In Section 9 we are told that children were encouraged to spy on their parents; that the Nazis controlled education, broadcasting and publishing; that they banned trade unions; that they exploited sport (sec. 13); that mothers of large families received medals (sec.10) and that the New Nazis in Britain today would introduce compulsory national service and ban pop music. All the above are or were features of the USSR and other eastern bloc countries – me they then fascist states?

The pack asks: "What do we mean by "freedom" in our society? Make a list of the things you think you are free to decide yourself. Which of those "freedoms" would a fascist government remove?

Yes, it is true that a fascist government would remove many of our freedoms – but so would an extreme neo-Stalinist or Mao-ist. The deeds of totalitarian governments are very similar in practice, even to the dehumanisation and mass murder of target groups and their children.

In an exchange of views in the letters pages of ILEA *Contact* last autumn, the apparent reason why comparison of Hitler with Stalin was considered irrelevant, was that the pack was concerned with *racism* and *genocide*, and Stalin's victims were mainly "ideological opponents". From Leo Kuper's two books (*Genocide*, Penguin 1981; *International Action against Genocide*, MRG 1984), I learned the full UN definition of "genocide", and of many examples, recent and contemporary included, which convince me that although "The annihilation of Jews was a most complete realization of the annihilation of the people *as such*", mass murder with intent to destroy a part of a group in order to dominate the rest, also counts as genocide. The UN definition is restricted to "national, ethnical, racial or religious groups" but the original draft had "political" as well, to be excised after lobbying from the Soviet delegation!

Kuper has a chapter on comparable political atrocities: they include Stalin's purges and the Pol Pot massacres in Kampuchea. Stalin is also guilty of deporting enclaves of ethnic minorities; slaughter of the politically-active citizens of the Baltic States; and the Ukrainian famine when 5 million, including 1 million children, were deliberately starved to death. So comparisons between the two dictators are legitimate.

The pack summarises the fate of other victims of Hitler's racial doctrines – the Gypsies (sec.11) and the Slavonic peoples. Several features of Polish suffering are described: deportation of workers as slaves; extermination of the educated, politically-aware part of the population; kidnapping of thousands of small children for adoption into German families. Ultimately the Polish speaking nation would have disappeared, although (unlike the planned fate of the Jews) many individuals would have survived, as Germans, or slaves. This would have been "cultural genocide" or "ethnocide" (terms from Kuper). Thus the German occupation of Poland was much more ruthless than, say, that of France; and the Guide's statement that exterminatory racism against Slavs hadn't yet been implemeted isn't quite true.

Section 4.1, The Development of the Final Solution, describes Hitler's racialist attitude to the Slavs, so it is surprising that some of the major incidents of the war in Poland are not listed in the pack. I have already mentioned the Nazi-Soviet Pact: Poland was the target of attempted "ethnocide" from west and east. Stalin deported over a million Poles, including Jews, to Siberia, and may have authorised the Katyn Massacre. When Hitler invaded the USSR in June 1941, Stalin's policy changed: Poland was revived: the deported Poles were recalled – if they had survived.

Thus section 14.2, a list of relevant events up to the liberation of Auschwitz in January 1945, could have included more events from the Polish experience, especially the Warsaw Uprising, August-September 1944, in which Jews also fought. (Stalin encouraged the Poles to rebel, and then stood by while the Germans savagely suppressed the Uprising).

Although teachers are free to choose the context in which they use the pack, the compilers urge it to be related to anti-racist policies. The Teacher's Guide pre-empts studying other *tyrannies* by listing for teachers, some of whom will not be history specialists, eleven topics related to the Holocaust, e g "migration and settlement" – but you will look in vain for "tyranny and dictatorship".

In the modern section of the pack, the compilers, following the line of the London Auschwitz exhibition, concentrate on the rise of the National Front. Here I would suggest this section be updated with more recent evidence of attacks on Asians, which, from what I've read, do indeed resemble the persecution of Jews in the early days of Hitler's rule.

The emphasis shifts in the Teacher's Guide. Whereas the pack's message is: don't join the NF and don't vote for them; according to the Guide we have *already* elected a sinister government. No wonder Baroness Cox, speaking in the House of Lords, complained of references to "anti-trade union legislation...the behaviour of our police on picket lines and with the GCHQ issue".

At least we have a reference to the USSR, in the context of "on-going cover-ups...the reporting of dissidence, religious persecution, crime statistics and alcoholism..." (the nearest we get to discussing Soviet Jewry). And although the Guide recommends looking at the work of Amnesty etc, I fail to find a reference to Hitler's worst legacy, the continuing cold war in which the USSR portrays itself as still under threat from invasion, which has led to the nuclear arms race, the threat of World War III, and the ultimate genocide.

Nor is the founding of Israel mentioned; you wouldn't know that Israel didn't exist until after World War II. Rabbi Bayfield's school textbook *Churban* (1981) handles this much better: pupils are even asked to debate the Arab Case v the Zionist Case. It is intriguing that when the pack's compilers reprint Bayfield's potted biography of Eichmann, they end it with his flight to South America, deleting the concluding sentences about his trial and execution.

I suspect that in order to convince teachers that the Holocaust "should...take its long overdue place on the curriculum", the compilers were less concerned about those who had misgivings about the horror of the subject, than the few (though vociferous) "anti-zionist" left-wing teachers who don't want to teach children about Stalinism and other failures of socialism (like Poland itself); but *would* teach the Holocaust if it were firmly grounded in a context of racial prejudice in modern Britain (with not a word about Soviet Jewry).

ILEA is not to blame for the bias in the original pack, but for inadequate supervision of the reissued text plus guide. It has acted correctly in withdrawing both for revision. Baroness Cox was more concerned with protecting her government's record, than with checking historical bias. Whether or not the pack is revised, it would be possible for individual schools to revise a word or two, or produce extra home-made pages e g on totalitarianism. Finally, it should be an unexceptional request that users of an educational resource with political implications be informed of the qualifications and educational experience of the compilers.

**Adolf Eichmann** b. 1906 Solingen, son of a clerk. Ordinary Protestant family. Moved to Linz. 1928-1933 worked as a vacuum cleaner salesman. Joined S.S. 1932, served in Dachau and in 1934 volunteered for S.D. Worked under Heydrich in Reich main security office in Berlin in charge of Bureau IVA, 4b, R.S.H.A. Became the nerve centre for Jewish extermination. Told by Heydrich to eliminate Jews. Masterminded the gas chambers and crematoria. Escaped after the war to South America.

Captured by Israeli agents acting on information provided by Simon Wiesenthal. Brought to Israel and tried 1961. Executed.

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**Above: The Auschwitz pack (1983)**
**Left: Churban, T Bayfield (1981)**
**Centre: Eichmann on trial in Jerusalem**

# notes

**DOMESDAY MAPS**
A set of maps drawn by a retired helicopter pilot shows England as it was in 1086. The ancient spelling of place names may look strange, but most are recognisable and the relevance of the Book is at once obvious.

It is not difficult to guess that Woolwich was once famous for its wool, but the citizens of Bromley might be surprised to learn they are living in "a clearing in the broom" and those of Orpington that they are living in "the home of Orped's people".

The series is the result of six years' work by John Garnons Williams, who has combined information from the Domesday Book with the geography of our own time in a way not previously attempted. It reveals the face of early Norman England for the first time; a Chester map shows the land governed by William, including Normandy, and there are the 43 county maps of the Book.

A dozen of the maps are in two sizes, the larger measuring 19" x 14½" and accompanied by a key map with modern spellings. All maps are available in the smaller size of 12½" x 9½". Prices are £5.99 and £4.99, plus 50p for postage. From Garnons Williams Publications at Hardwicke Stables, Hadnall, Shrewsbury.

**CBI BOOKLET**
The Confederation of British Industry has published a booklet for businessmen, teachers and lecturers who give talks to school children on management and business environment. The booklet is in the form of notes and visual aids and is aimed at giving the students an insight into how a company is structured, its method of operation and roles and responsibilities of its managers.

It is available from CBI Publication Sales, Centre Point, 103 New Oxford Street, London WC1A 1DU, price £4.00.

**FILM LIBRARY FOR TEACHER EDUCATION**
The Film Library for Teacher Education is now to make its materials available for wider use. Teachers' Centres and Local Education Authorities will be able to borrow films and videos for a membership fee of £50 and a hire charge of £15 per item, from the Library's wide range of teacher education material, available for in-service training which is constantly updated and not readily available elsewhere. The Library will continue to offer its main voucher scheme of membership which gives major users the advantage of even lower costings. Further details of both schemes can be obtained from the Managing Officer, FLTE, The National Audio Visual Aids Library, The George Building, Normal College, Bangor, Gwynedd LL57 2PZ.

# Higher profiles

**Page One**
A Training Package Assisting Governor Education
Price £5 (£2.50 to NAHT members)
Society of Education Officers and the National Association of Head Teachers, Holly House, 6 Paddockhill, Haywards Heath, West Sussex RH16 1RG.

Quite suddenly, it seems, for a variety of reasons, not all of them legislative, school governors have a far higher profile. One effect has been to bring about an increase in training courses and support material for governors. The demand is certainly there – like most heads, I have been deeply impressed by the eagerness of new governors to equip themselves properly for their task – and courses are invariably oversubscribed.

Clearly, heads can help not only by pressing their l.e.a.s for more governor education, but by helping their own governing bodies to set up self-help training sessions. One way of doing this would be to convene a meeting to present governors with training material and simulated problems. *Page One* provides this.

There are six units, each offering ideas and materials for a two-and-a-half-hour session. The units cover all the areas in which governors may become involved during their work – finance, curriculum, l.e.a. disciplinary procedures, staff selection – and are comprehensive, yet flexible enough to be modified to the needs of a particular school. The package consists of a collection of loosely bound A4 sheets which can be copied.

This is a very useful pack. It provides, particularly, a means whereby a head can offer positive help in circumstances where governors are crying out for it.

Governing bodies are, by design, heterogeneous and widely representative. It is right, therefore, that governor education should be provided in a number of ways. In Leicestershire, for example, the Workers' Educational Association provides, as an independent body, a course of governors within the county, and there are many other initiatives around the country. *Page One* should be seen in this context, but it can get governor education started in your own school next week.

**Gerald Haigh**


# Cancers

Cancer Around The World
"Causes and Prevention"
Wallchart and booklet £5; Booklet also available singly at 50p (inc p&p)
Cancer Research Campaign, 2 Carlton House Terrace, London, SW1.

Years ago, if someone had cancer it was rarely mentioned by name. Discussion of it was usually hedged around with euphemisms and "the whole thing often had something of an air of mystery. Fortunately, in recent years things seem to have changed. Cancer has to a great extent been de-mystified and this must be largely due to increases in knowledge about it.

In terms of both cause and treatment. Did you know, for example, that India has the highest rates of oral cancers, where they account for almost one third of all types? Tobacco smoking is a major cause, as is the chewing of betel-nut or leaf, with tobacco and lime. Cancer causes one in every five deaths in the West and one in every 16 in the developing countries. Research is providing important clues about the causes of the different types, and although some are caused by viruses, many are clearly linked to diet and tobacco. Those are preventable.

This excellent new wallchart, from which these facts come, shows the world distribution patterns on 12 of the commonest types of cancer. Information is given about each, including what is known about its causes.

The map and booklet together could provide a starting point for extremely worthwhile work in several subject areas in the secondary school – science, geography, general studies – and in many health-related courses in further education. If we are interested in getting across the concept of prevention to young people, this map will be a valuable tool.

**Liz Swindon**

MEDIA

# The child's perspective

**David Self looks at an introduction to using written and spoken language**

**SCHOOLS TELEVISION**
**Talk, Write . . . and Read.**
ITV Central, alternate Wednesdays 9.42am; repeated intervening weeks, Thursdays 11.20am.

*In the Playground* is a delightful film, definitive yet open-ended. Delightful because in its brief 15 minutes it captures exactly the mood, the multifarious activities and coldness of a winter morning's break in a typical surburban primary school. There is the loner, passive against the wall; playground games interrupted by a stray dog; teachers sitting in a row in the staffroom, with one poor soul on duty outside, hands clutched around a coffee mug. The film is also open-ended, acting as a marvellous stimulus to creative follow-up work.

Directed by John Prowse, it has been the highlight so far of Central Television's brand new English series, *Talk, Write . . . and Read*. Made for the seven to nine age group, it is intended to introduce children to different ways of using both spoken and written language. It sets out to achieve this and to improve its viewers' mastery of language by concentrating on the interests of the age group. Both the director and the producer of the series, Graham Sellors, seem to have a happy knack of pin-pointing those interests and making films that come very close to showing the world from an eight-year-old's perspective.

The first programme, for example, had the ubiquitous Michael Rosen (in good form) talking about his way of writing. From note-making at the back of a bus to scribbling in a park, he both demonstrated a useful way of working and constantly reminded his viewers of what they have experienced and how they can use that experience in their own writing.

The programme was also valuable in that it showed something that this age group is often not aware of – the fact that adults write. Writing is not simply a classroom chore. *Rosen's Writing Guide* also brought us a splendidly-acted film of a new Rosen poem about babysitting, which is certain to become a classic.

The third programme is a drama, *Old Mrs Stunion*, and will be transmitted on October 15, 23 and 30 (half-term repeat). Again, it takes a well-known theme. A quartet of children come to believe that an old house within a walled garden is the home of a witch. One of the girls in the group emerges as the natural, braver leader and eventually come face to face with the woman, only to find she is actually a friendly old lady.

In some ways the plot is a little thin and the script demands reaction, not action, from the child actors – something notoriously difficult to get right in the disjointed business of location filming.

What makes the film particularly useful, however, is that the making of it becomes the subject of the next programme in the series. *Media: Programme Choices* sets out to show that "television programmes don't just happen – they are the result of conscious decisions". If it perhaps packs too much information into its 15 minutes for many seven-year-olds to absorb, it is, nevertheless, a most welcome contribution to the growing bank of resources for primary media education. It will prompt many children to ask and even answer the question they all too rarely ask about what they see on television: "Is this real?"

# Trails of the unexpected

**SCHOOLS TELEVISION**
**Science in Action**
BBC 2, Wednesdays 10.38am; repeated Tuesdays.

What is the most effective contribution that TV programmes can make to the science classroom? Robin Mudge, producer of this series, considers that they should entertain, with an attractive fast-paced presentation to rival popular viewing, inform by bringing in science and scientists whom pupils would otherwise not meet, and perhaps provoke.

The result is a series of "magazine" collections of ideas around topics likely to be studied in most fourth and fifth year science courses. The target group is less academically motivated 14 to 16-year-olds, but there is material here for a wide range of ability and for younger pupils.

The three approaches used can be seen in "Sporting Chance", for example. Pupils are informed by seeing cycle designers and their products at work, and the opportunity is taken to give some surprising information. We see a strange, heavy bicycle out-performing a top racer, and pupils are encouraged to try out simple investigations on their own bikes, or more ambitiously, to build the "speedy" bike. And they are entertained by the (two lively presenters (with a studio to match) who also give the programme some continuity and personality.

The series' pacy, colourful style will keep any pupil amused. More commendably, it contains plenty of genuinely attractive science and technology, so that many will learn something useful. In "Sixth Sense" there is a spectacular display of growing crystals under a polarizing microscope, and some remarkably detailed views of the minute organisms which can be squeezed out of a piece of moss.

What will make the programmes most useful, however, is the extent to which they succeed in stimulating practical work. In this the producers acknowledges his debt to the Exploratories now being developed in Bristol and elsewhere, with their emphasis on the unexpected among the familiar. In "Keep it Clean" anti-perspirants are tested with the help of a scientist from a consumer products research laboratory. The method of measuring sweat rates is quite simple – stuff sanitary towels under armpits!

The teachers' notes contain some useful resource information for extension work, though these and the programme notes are quite sketchy in parts. The intention is to supplement them later with suggestions from teachers who have used the programmes. This is an attractive resource which could be built into a really valuable component of science courses at GCSE level, especially for more reluctant learners. A linked radio series, *Science for All*, will be broadcast in 1987.

**Martin Hollins**



# Behind the brick

**Redbrick**
Channel 4, Saturdays 7.30 pm.

"Not even redbrick but white tile" was the way Jimmy Porter's university was described in *Look Back in Anger*. In Tyne Tees TV's look back over the year at Newcastle University, someone ruminates on the preponderance of plate glass as a building material.

The metaphor is the same in any event. An antidote to the dreaming spires image that we got in last year's BBC documentary about Queens' College, Cambridge. What we are promised is a peep behind the glass, tile or brick.

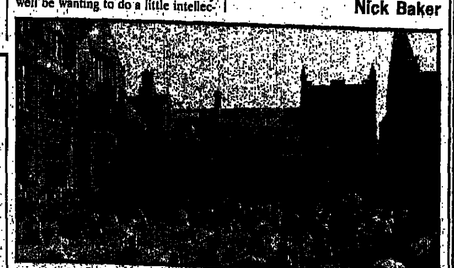
The events in the first programme don't reveal much. We are shown two undergraduates preparing to leave home and then arriving on campus, intercut with the selection process for a new persqn to teach European politics. This is required viewing for potential politics lecturers: one, don't admit that you are interested in anything as nebulous (or boring) sounding as "the influence of sub-national governments in the policy making process in amorphous policy areas"; two, write punchy headlines for academic work like "The Death of Working Class Politics in New Zealand"; and three, subtly offer titbits to senior academics by allowing them to read work in progress. "I may well be wanting to do a little intellectual plundering", says a senior lecturer of the successful interview candidate's incomplete thesis, quietly rubbing his hands.

All this is very weighty and polite, but understated. A lot of it isn't very interesting, though. We're kept discreetly but forcefully out of the formal interviews and are expected to savour the peripheral chitchat – fine for 2CV-owning, Posy Simmonds-reading, Channel 4-watching BA baby boomers, but for those who never went to university and want a clear picture of what really goes on – perhaps because a son or daughter has just gone up – Redbrick's first episode is a little dense.

What's more, there are no expensive historical backdrops, rich plummy voices, tinkling sherry glasses or sense of exclusivity to divert you when the academic going gets tough. By the end of the first programme I was fantasizing about the entry of a character from the fictional world of Bradbury or Lodge – or even a guest appearance from the ubiquitous professor, Laurie Taylor, just to perk things up.

To be fair, while *Redbrick* seems to have got off to a crumbly start, it does promise more controversial material as Newcastle University tries to slug it out against the cuts.

**Nick Baker**



A peep behind the redbrick at Newcastle University.

## briefings radio & tv

### For schools

**INDUSTRY YEAR**
**NBI** (Monday–Wednesday 00.30 VHF4)
Glyn Worsnip visits six industries including IBM, Lloyds Bank, British Aerospace and a small Yorkshire cooperative bakery to look at the problems they have faced in Industry Year. Thirteen to 14-year-olds are asked to find possible solutions.

**ENGLISH TIME**
**(Tuesday, 13.33 BBC2)**
The second episode of "Buddy", adapted from the teenage novel by Nigel Hinton and starring Roger Daltrey as Buddy's wayward, teddy-boy Dad. Here 14-year-old Buddy is worried about why his mother has left home and what his Dad's new lucrative "job" actually is.

**SECONDARY ENGLISH: 11–14**
**(Thursday, 9.30 VHF4)**
A unit about the poetry of Africa begins with an anthology of both poetry and prose from the North African deserts. Includes the description of the death of a young British soldier sent to Somalia to lead a peace-keeping camel force.

**TALKS TO A SPORTS STAR**
**(Thursday, 10.25 VHF4)**
Bob Wilson introduces Adrian Moorhouse, who answers questions on swimming for nine to 12-year-olds.

**HIGHER EDUCATION**
**(Thurs 11.18, Fri 9.30 BBC2)**
Aimed at those students preparing for entry into university. "UCCA and After"; gives advice on how to apply, what to apply for, how to prepare for an interview and what the first year of undergraduate life can be like.

**WAVELENGTH**
**(Thursday, 11.30 VHF4)**
This teenage magazine programme, introduced by Terry Christian, looks at discipline. Is self-discipline enough?

**NEWSCAST**
**(Thursday, 14.00 VHF4)**
A visit to Manchester Grammar School where 16 to 19-year-olds and specialists discuss the role of the press.

**SECONDARY SCIENCE**
**NBI** (Thursday–Friday, 00.30 VHF4)
A short series of four programmes, two of which are radiovision, form a unit on "Energy. Fourteen to 16-year-olds discover the amount of energy consumed and the fuels used now, before considering alternative sources.

**ENGLISH FILE**
**(Friday, 12.00 BBC2)**
"Away from the Front" is a programme for 14 to 17-year-olds about the way wars affect civilians, both those left at home and those who have the misfortune to be in the path of warring armies.

### Continuing education

**BUONGIORNO ITÁLIA**
**(Sunday 10.55, BBC1; 17.30 VHF4)**
A repeat of this multi-media beginners' course in Italian. Provides both an insight into the country via documentary film and language work on basic everyday situations.

**MICRO LIVE**
**(Friday, 19.30 BBC2)**
These new programmes give emphasis to the use of computers in small businesses. Case studies demonstrate the advantages and pitfalls of installing a microcomputer at work.



END PAGE

# A fair hearing

**When Kathleen Cox decided to admit to partial deafness she found millions of fellow sufferers, including many teachers**

Although the medical description of my hearing loss is "mild" it doesn't feel mild to me. I decided to "come out", and stop pretending that my difficulties didn't exist and gave a talk at a conference on integrating children with special needs entitled "Integrating Psychologists with Special Needs".

Though the preparatory notes for my session did indicate that the special need under consideration was a progressive hearing loss I was, nevertheless, surprised to find that the front rows had been occupied first. Those attending were principally other psychologists with hearing difficulties. They appeared to find relief in the experience I described: experienced which were almost entirely my own as I could find no literature on the psycho-social consequences of progressive hearing disorders.

When the proceedings of the conference were published I began to receive letters which included phrases like "You have made my day", "Towards the end of your article I was smiling to myself wondering whether in fact you were writing about me", "Please could you give me *any* references you might have found, especially with regard to increased irritability with fellow human beings".

As there are some 2,500,000 adults in Britain today suffering from acquired or adventitious hearing loss, and one in three who experience difficulties with hearing at the theatre or in church, with an ageing population, teachers as well as psychologists must be among those affected.

Some might identify with my experiences at work and at home and be encouraged to share the relief of coming out of the closet. A former colleague of mine said, "I wish you'd said so earlier. It would have saved me the embarrassment of complaining – 'She never listens' – to be told, 'She can't hear'."

Unlike an illness which is temporary, a progressive disorder is a permanent state of affairs. The pressure to deny any difficulty or handicap is considerable, as to describe oneself as impaired implies being abnormal. Consequently, it was only slowly that I became aware that I was not hearing very well, but I did notice changes in my behaviour and that of others' towards me.

I chose seats at the front of the room opposite the chairman of the meeting, or at the end of the dining table with my deaf ear to the wall. I began to prefer to be the passenger in a car because as the driver I couldn't hear the passenger.

People also began to behave differently towards me. They often asked me to repeat what I had said because I was speaking too quietly (this is typical of a conductive hearing loss because my voice sounds quite loud to me). There were experiences of being excluded, treated as stupid or patronized which were as unexpected as they were unwarranted; excluded because idle banter is difficult for me now, as I miss the point of most jokes, the casual aside, the quick repartee or the final line in the story delivered in a throwaway style; stupid because I don't hear an essential word or part of a word, often "n't" and so don't understand; and patronized because when asking for repetition of a simple idea I am shouted at or told it doesn't matter.

Not only don't I hear, but I often mishear what has been said. I recently offered a colleague a coffee when she asked for a copy, and one of my children toothpaste before going on holiday when he had asked for a suitcase. Sometimes I realize my hearing is playing tricks but not always. I don't suppose the news commentator really said "President Reagan was given a vacuous welcome", more likely a rapturous welcome.

These days in any spoken interaction I can only be sure of what is being said if *I* am saying it. Consequently, I tend to dominate conversations and in the teaching situation although philosophically and temperamentally inclined towards workshops, discussions and the more interactive format, I am really only sure of what is being said if I lecture. The sort of "teacher talk" not recommended nowadays.

A hearing disorder is invisible, my hearing aid is intentionally discreet so people forget I don't hear too well.

My children say in no uncertain terms, "She can hear if she wants to." There is some truth in this.

Listening is an active process and requires considerable effort for me. If the speaker is someone I like, talking about something interesting in a lively way I can put in the necessary effort to hear. But speech which is delivered rapidly in a slow monotone or a low voice requires so much effort that my mind wanders and I stop listening.

Unfortunately, while I may not be able to hear all the speech I may want to I can hear sounds I would rather not. Fan heaters in rooms predominate over speech frequencies, as do fans in overhead projectors or in cars.

In some working situations I often think I can hear almost anything more easily than speech. Squeaky chairs and rumbling water systems, coughs, sneezes and even yawns are all more audible to me than the human voice.

If two people talk at once I have difficulty eliminating one voice from my perception. So badly-chaired case conferences in ancient buildings with high ceilings and obsolete heating systems are not merely uncomfortable but almost impossible for me.

If rooms overheat and fill with smoke opening the window is no solution because although the temperature goes down and the smoke disappears, all too frequently the traffic noise comes in drowning the speech.

The physical conditions can make an enormous difference to hearing. Carpets and curtains absorb many extraneous sounds as do low ceilings.

A situation I now find almost impossible is the so-called "working lunch" in the dining rooms of large comprehensive schools. The theory is that we chat informally while we eat, but the noise of crockery and cutlery and several hundred pupils walking on uncarpeted floors produces a noise with which few human voices can compete for my attention.

I used to wonder why someone didn't deal with the noise makers until I realized that there weren't any, just a huge echo chamber called a dining room.

I have found, however, that there are many things that can be done if a speaker really wants me to hear. Societies for the hard of hearing generally suggest:

- ☐ addressing the listener by name to gain their attention;
- ☐ speaking clearly and patiently;
- ☐ looking directly at the listener to allow the non-verbal, as well as the verbal, content of the communication to take place;
- ☐ putting the face in a good light and not covering the mouth with a hand or beard;
- ☐ not shouting or muttering; and
- ☐ getting to the point quickly.

I have observed that my own children use all of these methods very effectively, and without any recourse to direct instruction when they really want me to hear what they are saying: when they want to borrow the car, or ask for money or other favours. Colleagues too remember my difficulty more easily on occasions which are to their advantage.

Many of these suggestions which would enhance the quality of life for those who have difficulties would enhance the quality of life for everyone. Curtains and carpets to absorb extraneous sounds is a general comfort, as is ensuring that rooms are not so overheated or filled with smoke that windows have to be opened or an extractor fan turned on.

In meetings, adequate chairing which ensures that only one person is speaking at a time and that all can see and hear each other is a generally efficient procedure. Remembering that one person may not hear very well might even discourage the numerous people who mutter into beards or speak with their hands over their mouths.

The problem with adult disorders is that they creep on slowly, whereas in childhood they tend to be either congenital or traumatic. Furthermore, not hearing very well actually has advantages which are unrecognized because they are unknown. It is a long time since I have been inconvenienced by the hum of a fluorescent light tube and I don't have to stop what I'm doing to answer the doorbell if I don't hear it.

On balance, however, I feel that any advantages are far outweighed by disadvantages and that declaring the problem is the first step towards getting practical help. It also helps to develop a supportive network as fellow sufferers come out of their closets.

*Kathleen Cox is a senior educational psychologist in Sheffield.*

# Learning from afar

**The Open University is proving to be a thriving export industry**

In Indonesia – where the postman seldom calls – an open univesity student enrolls at his local post office in a remote jungle-village. He also collects his learning materials there if he can find his name on a noticeboard announcing that he has been accepted. Having paid his tuition fees over the counter, he takes his post office receipt to his nearest open university centre – perhaps a day's journey away by train or boat – to attend his first tutorial.

In the Arab world, Palestinians in refugee camps await the coming OU programmes by satellite later this year. Their privileged Saudi Arabian counterparts, enrolled at universities in Riyadh and Jeddah, enjoy the benefits of OU technology and know-how over a closed-circuit television system linking centres of learning and maintaining a sexually segregated higher education system.

Throughout the Third World, distance learning is spreading rapidly and it is Britain's Open University, based at Walton Hall, Milton Keynes, that has become the model for their development. It is exporting advice programmes, translation rights, materials and manpower. Predictably, most Third World versions fall short of the British model for demographic and economic reasons. But they take the British pattern and adapt or compromise it to suit their own priorities, which vary from vocational and basic education in some parts of the Third World to higher education and management skills elsewhere. Demand ranges from courses in health-training, animal husbandry and agriculture to household and industrial skills, literacy science and technology.

Earlier this year a delegation of Palestinian educators visited Milton Keynes to discuss how to provide televised distance-learning to Palestinians scattered throughout Jordan and the Arab world in refugee camps, towns and villages. According to Dr Walid Kamhawi – president of Jordan's *al-Quds* project – a new open university in Amman will use Arabsat TV satellite to enable: "The largest number of Palestinian, Jordanian and Arab young men and women to obtain higher education and training. Some 60,000 are expected to enrol initially and 40,000 of these will be Palestinians and Jordanians – the rest from other Arab countries." In Athens, British OU programmes are translated into Arabic for distribution throughout the Muslim world.

Britain's OU started its overseas consultancy service in 1973 with a project for the Free University of Iran. At that time, the ill-fated Shah was concerned with health-training for the masses. Last year, the Iranians came back to the OU with an enquiry about distance-learning programmes for the rural areas.

In the late 1970s, the People's Open University in Palestine contracted Walton Hall to help to develop its first programmes for primary-teacher training, followed by open-tech programmes for vegetables growing and electrical wiring and, thereafter, for degree courses in the social sciences.

Britain's OU is also providing programmes and materials to Israel's open university (the Everyman University), [illegible]

In spite of such apparent even-handedness, political questions seem bound to arise from Britain's involvment in various OU projects. Dr Kamhawi of the Palestinian OU says it will "contribute to the welfare and development of Arab communities under occupation". In the process, terrorists and their supporters are likely to be among those who benefit and Dr Kamhawi has been refused a visa to visit Britain because of his alleged connections with the PLO.

China has good access to television for open university training, enrolling an impressive 40,000 students a year, at a similar rate to that of Britain. School teacher training soon became an urgent priority for China's OU, as it did in Britain where degree-less teachers proved to be the biggest customers for OU degrees.

China has had one million students since it re-started its OUs in 1978, having lost a decade to the Cultural Revolution in the 1960s. And with radio and television universities in every province, and a recent $100 million (£66 million) loan from the World Bank for distance learning, China is now endeavouring to make up for lost time.

TV screens are used like blackboards in fields or on factory floors where commune training-officers have supervised groups of students taking notes.

In Japan and Korea purpose-built OU study centres, bristling with the latest technology, come under the authority of the broadcasting bodies while, in Thailand – where there are OU training programmes for the police and government administrators – the King awards OU degrees to successful students.

In Indonesia, the new Open University in Jakarta is an extension of the university system. As in Saudi Arabia and Australia – the OU is a third-choice listing on university application forms.

India set up its first open university project three years ago in New Delhi. British OU staff [illegible] first visited India in 1971. An act of parliament last year integrated all states within a single OU system. Rajiv Ghandi's declared support for the fledgeling National Open University set the tone for a new and serious attempt to update India's managers as quickly as possible.

In the Arabian Gulf States – where the King Abdul Aziz University dabbled with an OU system as early as 1976, as a mere extension of the university rather than a full-fledged independant OU system – the Gulf Co-operation Council has expressed interest in an open university. With plans afoot for a new Gulf University, a commonly agreed joint-syllabus and examining system, an open university in the Gulf could follow.

The Southern African Development International Conference invited Britain's OU to tender for a nine-country (Angola, Botswana, Lesotho, Mozambique, Malawi, Swaziland, Tanzania, Zambia and Zimbabwe) feasibility study for an OU system to take over where the primary and secondary school system finishes.

Wherever one looks in the Third World today, OU systems of one kind or another are either a reality or in the pipeline. According to Professor Ralph Smith, director of international affairs at Milton Keynes, the results can be assessed according to "how well Third World governments are getting more trained manpower and more efficient government services with which to solve their problems, how well they are getting more qualified teachers into their societies, more farmers with a knowledge of fertilizers and pesticides, more English speaking and other skilled workers and more women into the skilled workforce. Pakistan has succeeded in training 100,000 primary school teachers and 40,000 qualified students by the OU method.

"By upgrading its workforce the Third World is not only solving manpower problems at home but adding to its income by exporting trained people abroad."

**Bob Crew**

OVER £3,000 WORTH OF PRIZES

The Times Educational Supplement and Collins Dictionaries invite entries from School Staffrooms. There are over 50 prizes to be won. The competition is also open to other readers of the TES. Contestants who are not members of a school staff should nominate a school of their choice to be the recipient of any prize. The winning entries will be the first correct solutions opened from those submitted or the next most nearly correct. All entries should be accompanied by the official entry form to be found in the September 26 issue of the TES or on the Collins Dictionaries leaflet mailed to secondary schools (ie no photocopies). The solution to the puzzle and the names of the winning schools will be announced in the TES on November 14. No employees, or their relatives, of the Times Supplement or the Collins Group are eligible to enter. Send your entry to Collins Publishers (TES/Collins Competition) PO Box, Glasgow G4 0NB, postmarked not later than Friday October 24.

# SCHOOL STAFFROOM CROSSWORD COMPETITION

Prizes will be awarded as follows:

6 1st prizes of books to the value of £150

10 2nd prizes of books to the value of £100

15 3rd prizes of books to the value of £75

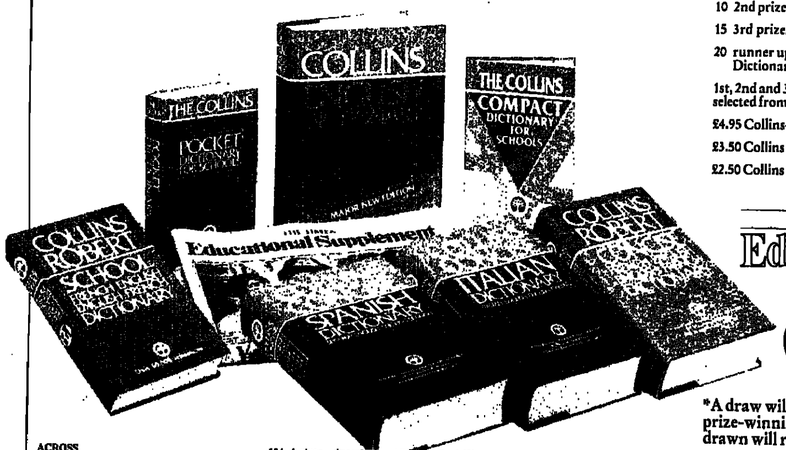
20 runner up prizes of one copy of the New Edition of Collins English Dictionary (£14.50)

1st, 2nd and 3rd prizes may be taken as books for the school library selected from the Collins Catalogue or as class sets of the following:

£4.95 Collins-Robert School French Dictionary (25 copies rate at £100)

£3.50 Collins Pocket English Dictionary for Schools (20 copies rate at £60)

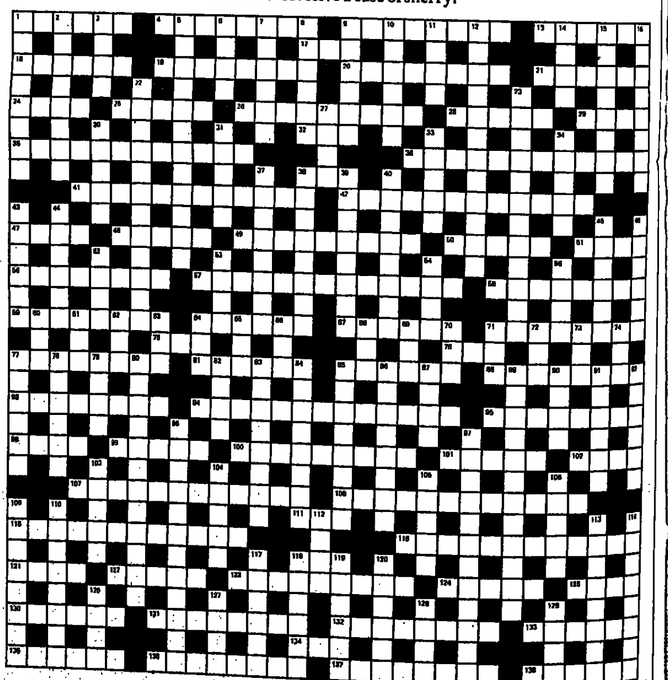
£2.50 Collins Compact English Dictionary for Schools (20 copies rate at £40)




THE TIMES Educational Supplement

COLLINS DICTIONARIES

*A draw will be made from the names of all the prize-winning schools and the staffroom of the school drawn will receive a case of sherry.



**ACROSS**

1 Frenchman in our power (6)
4 Blackleg Shakespeare put to the sword (8)
9 Fought against being declared redundant (8)
13 Some loose change for a literary pirate (6)
17 Maybe many decades are viewed in retrospect (3)
18 School keeps us in station (6)
19 They should be able to identify any salts in a mixture (8)
20 Stay well away from work (8)
21 Odd pieces of money (6)
24 Call for a shower (4)
25 Poet who makes a big hit in American sport (5)
26 Ill-judgment (9)
28 Tighten springs – they're a means of propulsion (5)
29 What a teacher may call for a continental breakfast? (4)
32 Unmarried sister (3)
35 He upsets some scholar about the beginning of term (12)
36 Not a short class in arithmetic (4,8)
38 Refuse to observe a request for silence (3)
41 What they do, and what they don't practise, point to their character (12)
42 Performed with a high degree of skill (12)
47 Port area (4)
48 The ghost of Shakespeare, some say (5)
49 Always be brave and don't worry (5,4)
50 Legal way to prevent a gathering of poets (5)
51 Florence banks on it (4)
54 Author takes fish without permit (8)
57 Angry splinters over the bunsen burners? (6,7)
58 Members of this society have a lot in common (8)
59 Car owner in distress – showing it (8)
64 This poet makes uninteresting study (6)
67 Get the better of the teacher (6)
71 Subject that's taught after midnight, yet more get involved (8)
73 She's in peak form in Crete (3)
76 Purposeful employment? (3)
77 and 85 down New calculating rules for mathematicians (8,8)
81 Clean up on the favourite, darling! (6)
85 First form (6)
88 The quality of mercy (8)
93 A factor in mathematics (8)
94 Roll a large map out, drawn by geometricians (13)
98 Student groups possibly remain on board (8)
99 Where barristers get refreshers? (4)
99 Traditionally it is applied to the back parts (5)
100 The best astronomy student? (4,5)
101 Musical chairs (5)
102 Love a note repeatedly played in the orchestra (4)
107 Embarrassed lady describing pagan Rome? (7,5)
108 Odd angles are what a scalene triangle has (7,5)
113 Don't stand back when it is cut short (3)
115 Examination panel look first and speak afterwards (12)
116 Particular course explored by the physics master, perhaps (8,4)
118 Doesn't allow a section to be played (3)
121 Let it be one sort of square in another (4)
122 I'll be lopping by the beak for talking too much (5)
123 He never adds anything new to his collection (9)
124 Tale of Troy's ruin (5)
128 Somehow game top (4)
130 Necessitate a note before Latin revision (6)
131 Old thought to be like Queen Victoria? (8)
132 Arm in a strange land (3,5)
133 Make rapid progress in a profession (6)
134 A river – doesn't sound like the Deel (3)
135 It may be recommended as a sun resort (6)
136 One engaged in a Red Cross operation? (8)
137 They may carry out services on a summer afternoon (3-5)
138 Made to smile by a thought? (6)

**DOWN**

1 It's very hard yet maths revision is essential (8)
2 Eat chips in a way that's not original (8)
3 It features in botany and arithmetic (4)
5 Talking voices rant on, wildly (12)
6 Inventor of the telephone – or part of it (4)
7 Is able somehow to get safely down to rock-bottom (6)
8 Plan to uplift American soldiers in retreat (6)
9 A sleeping partner who was robbed of his capital assets (6)
10 Free beer held up, but put down again (6)
11 Back one's fancy in a leisurely craft? (4)
12 The aim of equal education? (7,5)
14 Jet fighters? (4)
15 State carriage? (8)
16 Rise clumsily to get Heather some wine (8)
22 Public agent employed by mathematicians (6,6)
23 An incoming charge (9,3)
27 Crackers – or what they're required for? (4)
30 They appeal to lively children or rising politicians (5)
31 Eight kings of England were entitled to be called it (5)
33 Some thousand held captive in battle (5)
34 Dis duck – or dat? (5)
37 Influenced in an unnatural way (8)
38 Grey is to study Maugham's work (8)
39 School-break period? (4-4)
40 Figures incorrect, so can't go (8)
43 Pub's bill for wine (6)
44 Rigid habit of the medieval ages (6)
45 Full of zest for a new trend (6)
46 Short story writer to attempt verse (6)
52 Pack animal turns to run (4)
53 Listen and learn (4)
54 A spot of trouble over a pupil? (4)
55 Victoria thumbed by Jack for a lift? (4)
60 Two points on a board (3)
61 Part of a week-end supplement (3)
62 Blade used on a cutter perhaps (3)
63 One point to the Italian, nothing to us (3)
64 Currency check? (3)
65 Wage rise? Just talk (3)
66 Look at the middle of a cyclone (3)
68 Inspired piece of music (3)
69 Leaves note attached to article (3)
70 Regret expressed in the French way (3)
71 Limb turned to solid jelly (3)
72 Have to concede (3)
73 Female sheep quarters (3)
74 It had a flight of fancy (3)
77 It describes a foot in metres (6)
78 Story book is a gift (6)
79 Courage needed on toy rounds (4)
80 Initial repetition is only repetition after all (12)
82 It can't be passed in silence (4)
83 Pause for recreation (8)
84 Learnt to become easy-going (8)
85 See 77 across
86 It suffers periodic reversals in the kitchen (3-5)
87 Means of transport, sometimes sprung (4)
89 There's an element of heat in it (8,4)
90 University stream (4)
91 Close – doubly close in fact (6)
92 Sycophant, according to an enemy's version (3-3)
96 Catch fighting? (4,8)
97 Spare locker? (9,3)
103 Pay by a quarter to eight (3)
104 Learns the hard way and packs up (5)
105 Composer right off his evening meal (5)
106 Act as a paid informer (5)
109 Mathematician of the naughty nineties? (8)
110 It will contain a fire (8)
112 Country artist with an outstanding level of intelligence (4)
113 Masters the conversion of hectares (6)
114 The elder was made King of England (6)
117 Mint that's still wrapped? (6)
118 A successful one wants a lot more than his rivals (6)
119 It's reddish-brown, but not orange (6)
120 A 3 hp Russian vehicle (6)
126 Foreign money for rail development (4)
127 Politician is about to see mischief-makers (4)
128 Place where cubs may be left warm and dry (4)
129 Hydrogen weapon will cause such damage (4)

OFFICIAL ENTRY FORM

School .....

Address .....

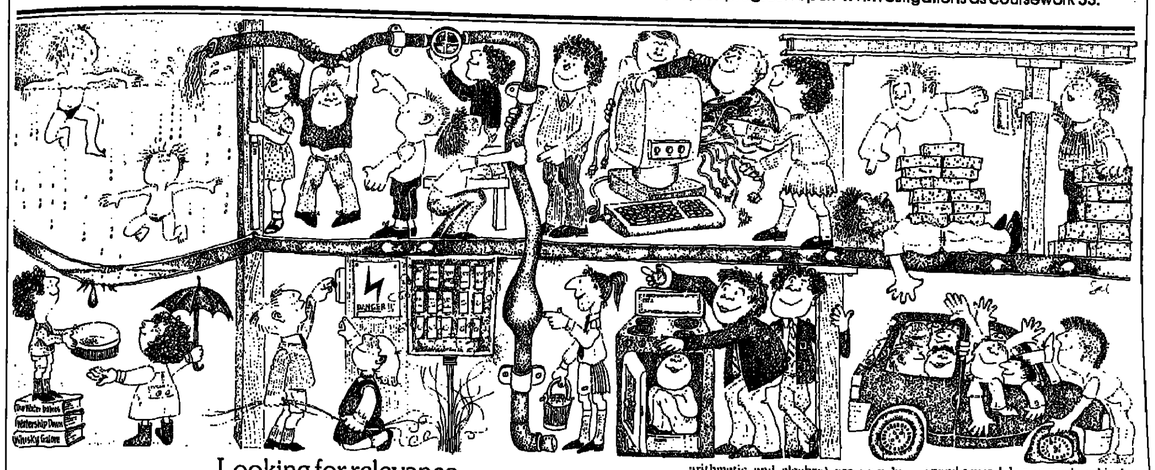
.....

Name of Contact at School/school sponsor .....



# EXTRA MATHEMATICS





Looking for relevance

# Can we let them decide?

BARBARA EDMONDS
DEREK BALL

It is fashionable at present to suggest that the school curriculum should be relevant. The HMI document, *The Curriculum from 5 to 16*, suggests that "all that pupils learn should be practical, and therefore relevant, in ways which enable them to build on it or use it for their own purposes in everyday life".

Mathematics, more than almost any other subject on the school curriculum, has long been perceived as useful (and relevant?) by pupils themselves, their parents, their teachers, industrialists and Government. Unfortunately the way in which these groups define relevance may vary widely.

Pupils not infrequently ask teachers what is the use (or relevance) of what they are currently struggling to learn. We believe that pupils ask this question when they are finding the work they are doing boring or difficult. For pupils, work is relevant if it is enjoyable.

Most teachers, too, want their pupils to enjoy their learning. More important, however, teachers want to enjoy their own teaching. Because teachers are, on the whole, expected to have quiet, orderly classrooms they will be most likely to regard mathematics as relevant if it leads to good behaviour.

Parents are likely to want children to do well in life. Some parents, who as children may have been afraid of school or bored by it, may only see education as relevant if their children are finding education unthreatening. Other parents equate education with the passing of examinations. To them mathematics will be relevant if it helps their children gain a qualification which, in turn, will enable them to obtain a good job. The content of the mathematics qualification to them is immaterial. It is hardly surprising that many children eventually acquire a similar attitude towards the relevance of mathematics.

Politicians are likely to have different goals. They frequently have to deal with awkward and unpleasant problems which may or may not be of their own making. Frequently it is useful to have someone else to blame for such problems. If the problems involve young people it is convenient to blame school teachers. One way of doing this is to accuse teachers of failing to teach relevant skills and attitudes. Because mathematical skills are perceived as being easy to define and to recognize, and because such skills are perceived to be relevant, schools may be attacked if it is believed that they are not teaching such skills effectively.

It is against this background that we ask what mathematics is relevant to real life.

Skills learned as part of the school arithmetic syllabus are perceived by almost everybody to be relevant mathematics. To what are such mathematical skills relevant? It is undoubtedly true that without a certain facility with money and with other arithmetical skills, people are handicapped in going about their daily business. It is also true that many of the comments made about the usefulness of arithmetic do not address this central theme.

A teacher was doing some mental arithmetic, including estimation, with a group of 15-year-olds. One girl objected that practising getting the "wrong answer" to the questions posed was rather silly. When it was suggested that estimation might be a useful skill when shopping in the supermarket, she replied "Yes, but we are not in the supermarket now". She was suggesting that "relevant" skills are best learned in the context in which they are relevant, and that teachers can never be certain that their pupils are acquiring the ability to cope in any particular context unless they see them operating in that context.

Arithmetical skills are often considered to be "basic skills", and the implication is drawn that such skills are relevant to everyday life. Pupils in most schools spend a considerable amount of time practising the manipulation of fractions perhaps because of the mistaken belief that such skills are useful. It seems clear to us, however, that such skills are not useful in adult life. Indeed it is a very good thing that this is so, because research shows that very few pupils leave school with any competence at these skills. We consider it strange that adults (teachers, parents, publishers of textbooks and examiners) behave as if they believe both that manipulating fractions is a useful skill and that most children can acquire this skill.

Calculators, on the other hand, are still not entirely approved of by some parents and teachers, even though our experience would suggest that an ability to use a calculator is a far more relevant skill for everyday life than almost any of the pencil-and-paper arithmetic taught in schools.

Geometry is a part of the mathematics syllabus which has been in decline in recent years. This is partly because teachers have acknowledged that mathematical proof, as it was taught in O level Euclidean geometry, is too difficult for the vast majority of pupils. The teaching of geometry has also declined because it has become increasingly fashionable to focus on "achievable objectives": children work steadily through textbooks and workcards.

Geometry is not a subject which lends itself to such treatment. The facts and skills in geometry, such as calculating the third angle of a triangle, are relatively trivial and appear to have little practical relevance. But geometry is about spatial relationships, and an appreciation of space and form is of considerable practical value. This cannot be taught by means of a sequence of graded exercises.

It is significant that some parts of the mathematics curriculum (notably arithmetic and algebra) are seen by many people both inside and outside education to be relevant, whereas other parts (topology and, perhaps, geometry) are not. When there is general agreement that a subject is relevant it appears that no justification is required to maintain its position in the school curriculum. Arguments that some of the skills practised by pupils are obsolete fall on deaf ears, or are only heeded very slowly. There is still widespread popular belief in the efficacy of practising such "relevant" skills, even though research clearly indicates that such practice is largely futile: if pupils are unable to master a skill fairly quickly they do not appear to improve subsequently. Perhaps some teachers and others believe that, nevertheless, such practice is good for our soul!

During the next few years children are likely to be engaging in more sustained projects as part of their learning of mathematics. In several primary schools children are working together at "turtle geometry" projects in which they set their own goals and spend several days or weeks achieving them. GCSE mathematics includes a coursework element which will become compulsory in 1991. This development has its opponents, but it does provide a way in which mathematics can become more meaningful to some of the children studying it. It would be sad if teachers and others were seduced into believing that the most useful projects are those which involve "real life" problems. One reason why this will not always be the case is that "real-life" problems are frequently adapted to make them more "mathematically respectable" when they are studied in schools.

The value of projects lies less in the subject matter than in the fact that topics are chosen and worked on by the pupils themselves. The "relevant" skills learned concern the ability to plan projects, to apply mathematics as and when appropriate, to sustain work on them until some conclusion is reached and to communicate what has been learned to other people.

continued

EXTRA

## Can we let them decide?

**continued**

The National Criteria for GCSE mathematics make it clear that the curriculum must be differentiated. In other words, different pupils will follow different curricula so that what they learn is "appropriate to their individual levels of ability". On the face of it this seems to be a good idea: one frequently voiced criticism of comprehensive education is that all pupils have been forced to follow a grammar-school curriculum. On the other hand, who is going to decide what is appropriate for a particular pupil?

As we have already indicated, there is lack of agreement about what is relevant or appropriate because different groups of people use different sets of criteria. It is not easy to achieve the recomendation of the HMI document *The Curriculum from 5 to 16*, that pupils should be able to use what they learn for their own purposes, because each of us has different purposes in life, and what is relevant to one pupil will not be relevant to another. The only way to make mathematics relevant to pupils who study it is to involve them in deciding what they want to learn and how they want to learn it. To accomplish this, children must be treated more like adults. This may seem a revolutionary step, but it is surely the most significant step we can take to ensure that, in the words of *The Curriculum from 5 to 16*, education "is seen by pupils to meet their present and prospective needs".

Barbara Edmonds is head of Mathematics at Longslade College, Birstall. Derek Ball lectures at the University of Leicester School of Education, is one of the editors of *Micromath* and the author of *Microcomputers in Maths Teaching* (Hutchinson).

# Familiar pattern

**A Complete GCSE mathematics general course. By A. Greer, Stanley Thornes £5.95. 0 85950 5634.**

This 413-page text is one of a series of three books intended to cover all the topics prescribed by the National Criteria for 16-plus mathematics. According to the author, this general course is written for those students who would expect to obtain a grade C D or E in GCSE.

Designed to be a revision book, it has separate sections on arithmetic, algebra, geometry, graphical work and statistics. The contents and approaches used throughout are very traditional, following the tried and tested pattern of presenting the necessary theory with examples which show how the theory is applied in practice, followed by exercises which, according to the author, supplement and amplify the text. J Greer also states that many examples of mathematics in the real world have been used. This does not mean that the text advocates a practical approach, merely that "problems" is sums in words of the type used in texts of the Sixties involving reference to the real world. Indeed, many of the actual examples and exercises can be found in texts already published by the same author for CSE and GCE.

At the end of most chapters there is an exercise which is divided into two parts, section A and section B. According to the author this is because all the examining boards have devised overlapping examination papers. It also provides the author with the opportunity of duplicating whole (or rather half) exercises in the other two texts which complete this series in that section B questions in the Basic book appear as section A questions in the General book, while section B questions in the General book appear as section A questions in the Higher book. Mental tests are also offered at the end of many chapters.

The text follows the now familiar Greer double-column page. The presentation is clear though devoid of any colour or illustration. I have no doubt that the book will sell well, though I would urge all heads of departments to scrutinize the contents closely to satisfy themselves that what they are buying is in fact "new".

**Peter Connah**

The Integrated Mathematics Scheme

# Interaction weekend

**PHIL COTTIER**

What a journey! On the last weekend of term – feeling the way one does at this stage in the year – I found myself sitting in a heavy traffic jam on the M1 on the way to a working weekend about the Integrated Mathematics Scheme.

IMS (Integrated Mathematics Scheme) is the scheme of textbooks (by Peter Kaner, published by Bell & Hyman) that we use at our school. Three months ago an invitation had arrived on my desk inviting me to the "IMS National Conference" at Nottingham.

It promised to create the opportunity for 100 users from all over the country to meet each other and offered a programme "pertinent to IMS as well as the more general concerns of mathematical education", and since Lea Manor is committed to the scheme, using it throughout the first, second and third year, I felt that I must find out what this conference was all about . . .

Having found the hall of residence and picked up the obligatory folder, the first Mathematical task was to find my room. "Just follow the same colour carpet", said the porter – easy. Next, find the bath – more difficult. It turned out to be in what I assumed was the wardrobe. Most difficult task was to get into the bath. Are all Nottingham University students midgets?

Returning to reception, I gratefully downed a cup of tea, found out what I was doing for the weekend and met up with "old" acquaintances. We tried to sneak a look at the Investigations that Peter Kaner, the principal author of IMS, had organized as that evening's activities. First Mistake – Peter caught us in the act. We retired hurt to the bar!

After dinner self-selected groups of six or seven delegates attempted the five investigations. Each group had to complete an investigation in 15 minutes and then spend five minutes writing up the results. Time was indicated by the blowing of a whistle. The team that "did best" was to be awarded a bottle of champagne.

An hour and 40 minutes later, mentally exhausted and very thirsty, we finished. Back to the bar to mull over the evening's work. Consensus of opinion – a very good exercise and certainly an ice-breaker. Amazingly there was very little shop talk, although some discussion of the IMS scheme. Around midnight delegates drifted off to bed.

**Bob Vertes (centre) from Hillingdon Curriculum Support team leading 'body maths'**

The following day began with a plenary session. After the hectic activities of the night before many were grateful to sit back and listen to the publishers. Chris Kington, Director of the Education Division of Bell Hyman, the publishers of the course), began by describing the Bell & Hyman story (remember Parr and Durell?), and how IMS had developed. Peter Kaner continued this theme, concentrating on the role of published material in the teaching of mathematics: "To me, the job books and material is to resource and support teachers – to give them the opportunity to develop their knowledge, their own relationship with children. This is what I have tried to do with IMS."

Identifying the publisher's role Chris Blake, the Commissioning Editor in charge of IMS, chose listening as the key. "I think listening is the important word. We have listened to what teachers are saying and wanting, listened to the direction in which maths education seems to be going, listened to Peter Kaner's version of what mathematical education is all about. IMS is the result of this process."

Bell & Hyman promised to go on listening. They plan to make full use of the experience of user schools to develop IMS in the future through regular consultation and user groups. From the delegates' point of view it was most encouraging to hear a publisher making such a serious commitment to consulting those of us at the chalk face.

There is a limit to how much even IMS users want to hear about IMS and after coffee Angela Walsh, Deputy Director of the Cambridge Primary Maths Project, talked to us about her work. Outlining the project Angela focused on the impact of new technology in primary schools on mathematics. Interesting statistics were provided on the extent to which very young children had access to the calculator. From a very wide brief two points were worth noting for the secondary school teacher. Parents should be educated in the kind of mathematics their children are learning, and, the teaching of number in junior schools needs a total rethink. In the future "children will be encouraged to develop their own understanding of number much more so than in the past and where necessary they will use a calculator . . ."

In the afternoon, we had to do some work. Working groups looked at IMS in four areas: low attainers, mixed ability, organizing IMS, and IMS and other resources. The interaction between members of the groups made the whole weekend worthwhile for many delegates. To find so much common ground, and, where there was none – fresh ideas – was most gratifying.

Delegates got to grips with such issues as: developing a syllabus to support IMS, supplementary material, secondary – primary liaison and assessment. In the low attainers' session members decided to develop an informal user group to provide ideas for the authors of the teacher's books, two practising IMS teachers in Hereford and Worcester.

After a superb evening meal delegates (if they still had the energy) chose between a session on Logo or a "Maths Games Workshop" led by Bob Vertes from Hillingdon Curriculum Support Team. Many new ideas came out of the latter workshop (which included 15 minutes' body-maths on the lawns), and those attending were most appreciative.

So to the final morning – three "Investigations" sessions. Delegates chose from "Beginning investigations", "Investigations within the context of IMS" and "Assessing investigations".

The groups looked at starting points for investigations, argued about what was meant by investigative teaching and discussed how to assess them. Inevitably the sessions raised more questions than they answered. However, all participants said they had learned something.

Talking over lunch to colleagues, who had now become friends, it was clear that we were all concerned about investigations. The opportunity to discuss this challenge had been most welcome.

Conversation had certainly flowed at Nottingham and for many of us the biggest "plus" from the weekend was the promise by Bell & Hyman to support regional IMS "user groups" where we could continue talking . . . The first item on the agenda had to be investigations.

Phil Cottier is head of mathematics at Lea Manor High School and Community College, Luton.

# A prescriptive approach

**Teaching Mathematics 11–16: A Difficulty-centred Approach. By D S Macnab and J A Cummine. Basil Blackwell £5.95. 0 631 14148 0.**

This book is a significant addition to a surprisingly sparce literature. The subtitle reflects the authors' preoccupation with the improvement of mathematics teaching by focusing attention on "the reasons why children fail to learn mathematics". It is addressed to heads of department, students on initial training courses and participants in in-service courses. The book is organized into 14 self-contained chapters which comprehensively cover the major concerns of mathematics education, from the most general of chapter one ("Aims in Secondary Education") through to the final two chapters which deal with the use of electronic calculators and microcomputers respectively. There are chapters focusing on pupil attitudes; themes from research, learning difficulties, mathematics across the curriculum and course design, among other topics. These can be read independently of each other, as the authors suggest.

The approach is unapologetically prescriptive: the authors clearly believe that the task of contributing to the improvement of mathematics education is about providing prescriptions for others to follow. The book, in effect, attempts to define with varying degrees of explicitness, what is in the authors' view "good practice". As a teacher trainer myself, it is not at all clear to me that this is the appropriate way to induct teachers into their role. Initial trainees need to be encouraged to find their own *via media* between the extremes of "role-taking" and "role-making", while inservice training is largely about encouraging teachers to have the confidence to explore their own ideas, and to learn from the consequences, rather than confining themselves to the emulation of somebody else's idea of "good practice". This criticism would not be of such importance if we were given some idea of from what experiential basis the authors proffer their advice: however, it is a serious failing of the book that no biographical information on either author is provided. Despite this, many of the prescriptions are entirely unreasonable. Some are little more than commonsense, a good deal more would not conflict with much of what I would regard as fairly enlightened opinion within mathematics education, and much else is clearly the consequence of extensive classroom experience of a fairly traditional sort, subsequently analysed and evaluated.

Those of us involved in teacher education and who satisfy the CATE criterion of "recent and relevant experience" inevitably try to draw both on this kind of experience (as "old hands"), as well as (proper) research findings (where they exist). But the problem with this text is that the basis for many assertions is simply not made clear, so that when I read for instance on page 121 that "the abstract notion of a group is beyond all but the most able", (the group concept was central to many "modern mathematics" schemes) I am unsure whether this is the judgement of the "old hand" (frustrated by fruitless experience) or the product of some unreferenced research. This quotation also draws attention to the authors' perpetuation of the prevailing assumptions regarding mathematical "ability": it is a significant weakness of the present text that it fails to rescrutinise either the notion of "ability", or the philosophy of "mathematics-for-all".

It is almost certainly the hidden curriculum of mathematics education which has the most significant effect in putting pupils off the subject and which enables us to account for much of the disparity in attainment. While the "difficulties" some pupils experience with the subject might well be rooted in their exposure to a curriculum which encourages only an instrumental understanding of the subject, many others find their exposure to an authoritarianly presented corpus of knowledge such a demoralizing experience that they reject the subject outright. For instance, it is all very well to discuss, in the interests of amelioration, the possible states of mind of the learner who believes that $(a + b) = a^2 + b^2$ (*cf* page 61) but for many pupils the problem is not how one writes $(a + b)^2$ without brackets, but why anybody should be interested in doing this in the first place.

The Norwegian mathematics educationist Mellin-Olsen has recently commented that two distinct groups can be discerned within the field. There are the "fine-tuners" (my terminology), who believe that with some adjustments and improvements mathematics education can be put on course. They are a sort of mathematical British Rail, whose motto could equally well be "We're getting there". And then there are those who take a more critical stance, and who seriously question both the quantity and quality of the mathematics curriculum experienced in our secondary schools. Macnab and Cummine clearly belong to the first camp. Their book deserves a wider readership than it will probably get, and could serve as a useful source of ideas and discussion for a variety of teacher education contexts, as the authors envisage (despite the irritating absence of an index). There is much useful mateial here. However, those of us in the second camp will find the authoritarian and prescriptive style of the text (and its unquestionmg perpetuation of a dubious notion of "ability") as objectionable as the authoritarian mathematics curriculum of which we are so critical.

**Neil Bibby**

# Real life

**Enterprising Mathematics. By the Spode Group. Oxford University Press. £12.50. 019 85336526.**

This is yet another excellent publication from the Spode Group. The aim is to present mathematical problems in every day terms, in this case for lessable students in the 16-plus range. As with previous Spode publications it is a resource book for teachers who are encouraged to duplicate sections for class use. The stated philosophy of the text is to stimulate discussion and debate and to show those who have been turned off mathematics in the past that the subject does not need to be tedious but can be interesting, entertaining and enjoyable. The first part of the text presents problems grouped together under various topic headings eg sport, money, travel, etc. while the second part gives some answers to the problems set in part one.

I would recommend this text as a source of relevant real life problems which can be used to enhance mathematical learning.

**Peter Connah**



EXTRA

GCSE: pinpointing some of the skills teachers are going to have to acquire and develop

# When does the real training start?

**IAN THOMPSON**

The philosophy underlying the recently completed GCSE in-service training exercise appears to be based on the pious hope that the implementation of positive changes in the examination structure, modes of assessment and syllabus content, and the rushing through of the famous "cascade" model of in-service training will automatically bring about the development of the necessary skills and expertise. This point is reiterated in the various documents issued by the SEC (Secondary Examinations Council). The booklet *GCSE: A General Introduction*, for example, makes the point that one of the objectives of the introduction of the new examination is "to promote improvements in the secondary school curriculum and the ways in which subjects are taught".

It is also stated that the new examination system has a major contribution to make towards the achievement of the Government's aim of ". . . bringing the level of attainment of at least 80 to 90 per cent of all pupils up to at least the level currently associated with the average, as reflected in CSE grade 4". What is more, this is to be achieved without standards becoming ". . . less exacting, grade for grade, than those required in the existing O level and CSE examinations". Since no mention is made of other initiatives which are to assist in the achievement of this aim then it is obvious that quite a substantial improvement in the quality of classroom teaching is expected to accrue from the introduction of GCSE – particularly if an extra 40 per cent of students are to achieve "average" grades or above!

It is, of course, true that the examination system at 16-plus has always had a disproportionate and negative influence on the course content and teaching methods used in secondary classrooms, but it does seem to be rather naive of the Government to assume that the making of improvements in this system, however welcome they may be, will bring about corresponding improvements in classroom practice.

A brief consideration of two of the major themes that underpin the new examination – differentiation and coursework (leaving to one side the "grade criteria" minefield) – and the importance they are given in GCSE mathematics in particular should help to pinpoint some of the myriad skills that teachers are going to have to acquire and develop if they are to successfully implement the changes demanded of them.

It could be argued that differentiation has featured in mathematics classrooms for many years: the top two sets in the fourth year are usually prepared for O level and CSE examinations respectively, whereas the third set might follow a course leading either to a CSE arithmetic paper or a limited-grade Mode 3 CSE examination. The bottom set, if they are lucky (or unlucky – depending on which side of the desk you sit!) might take the local education authority numeracy test – if one exists.

However, "differentiation" in the new examination is about enabling candidates of differing abilities to demonstrate what they know, understand and are able to do; about ensuring that students are given tasks which are commensurate with their level of attainment; about students achieving success and feeling that the examination has been a worthwhile experience; about awarding marks for positive achievement and grades for high marks and good performances.

In mathematics there have to be at least three levels of assessment with no papers common to all candidates and each level catering for a specific range of grades – up to a maximum of four. A candidate may be entered at one level only, and anyone failing to achieve the standard required for the lowest grade awarded at their level of entry will be ungraded. Disregarding the questionable ethics of such a situation this puts an extremely unfair degree of pressure on the teacher. The SEC working paper 'Differentiated Assessment in GCSE" makes the point that "The risk of candidates being ungraded sharpens the responsibility of teachers to enter them at an appropriate level". It most certainly does! But do teachers possess this level of skill, and if not, what help are they to be given to acquire it? All teachers must have had experiences of pupils entered for O level or CSE who were awarded grades substantially different from whose which they were expected to achieve.

We are also informed that differentiated papers in mathematics are intended to "put teachers in a better position to match depth of treatment, and the range of topics covered, to students' particular needs". That teachers are going to have to do this more effectively is certainly the case, but *how* differentiated papers are going to help them is not spelled out. What does seem clear is that substantial in-service training geared specifically towards helping mathematics teachers respond to the demands of differentiation would appear to be necessary.

Another issue relating to differentiation is the parental pressure that teachers experience concerning exam entry. What plans does the Government have to inform parents, primary school teachers and employers of these important changes in the examination structure at 16-plus? And can we expect any such publicity to be better organized, more comprehensive and more effective than it was in educating the general public about CSE in the 1960s?

In mathematics there are certain types of work, such as that of an investigative or practical nature and that which requires the candidate to collect, select and organize data from the real world, which are best assessed by methods other than timed written papers. This has led to the SEC's inclusion of two additional assessment objectives for GCSE mathematics – optional from 1988 but compulsory from 1991 – which are to be realized by the assessment of coursework. The extra aspects of mathematical ability which are to be assessed comprise: oral response to questions; discussion of mathematical ideas; mental calculation; practical work; mathematical investigations and work of an extended nature. However, it surely goes without saying that if these aspects of mathematics teaching are to be assessed then it is imperative that work of this nature actually takes place in classrooms around the country. But does it?

A brief look at the various reports of HMI school inspections and at the many documents emanating from the DES in recent years would suggest that the activities typifying this broader approach to mathematics teaching are rarely seen in secondary classrooms. To select just one example: if teachers are to keep a running record of pupils' oral contribution in class as recommended in the "GCSE Mathematics Guide" then children will need to be provided with the opportunity of becoming involved in frequent mathematical dialogue with their teachers rather than be on the receiving end of the more usual monologue. Most of the research evidence concerning what actually goes on in mathematics classrooms suggests that the major form of oral response given by children is of the "guess what's in teacher's head" variety. Higher cognitive level questions or questions of a more open-ended nature do not occur with very great frequency, and teachers generally fail to allow children sufficient time and space to think about a question before they rephrase it, ask a different pupil or answer it themselves.

Other potential problems with the assessment of oral work in mathematics concern the shy or withdrawn child who lacks the confidence to proffer an answer; the child who is unwilling rather than unable to contribute, and girls in general, who often leave the answering of questions to the more forward and confident boys. Research suggests that teachers often give more serious consideration to boys' ideas and tend to ask them the more difficult questions.

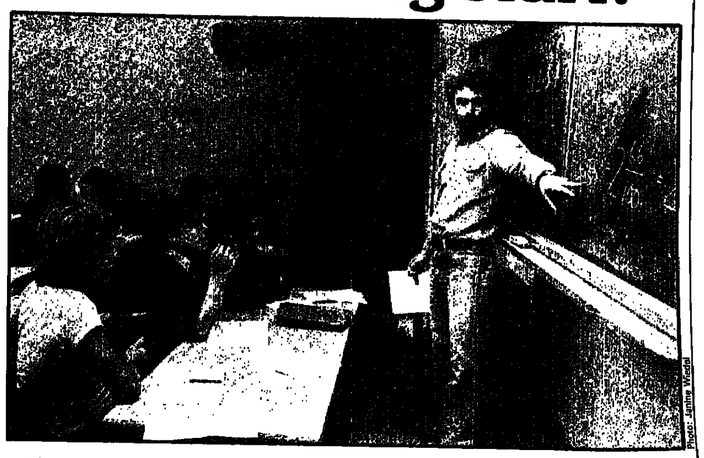


Photo: Janine Wiedel

This obviously has implications for the awarding of marks for oral contributions to lessons. An alternative approach making use of the one-to-one interview, involving as it would, a good 70 per cent of the examination year group would make excessive demands on teachers' time for what probably is, in effect, a small proportion of the marks.

The "National Criteria for Mathematics" differentiate between "oral response" and "discussion of mathematical ideas". If children are to be assessed on their ability to discuss mathematics with their peers, then the implications are that children need to have had plenty of experience of participating in group activities which provide a stimulus and an opportunity to share mathematical ideas and to discuss problem-solving approaches with other children. However, HMI have reported that in only about 1 per cent of the secondary classrooms they visited did they observe children doing mathematics in groups – a pre-requisite, one would have thought, for any worthwhile interchange of mathematical ideas to take place.

Even when children seem to be working in groups, as is frequently the case in primary schools, the appearance often gives the lie to what is actually going on. Researchers have observed that this type of work more often than not involves children sitting in groups working on individually assigned tasks rather than working collaboratively on a common or shared task. Organizing the type of collaborative groupwork essential for the promotion of mathematical discussion and the development of oral communication skills is no easy task, and could not be said to constitute part of the average secondary school mathematics teacher's repertoire of teaching strategies or organizational skills.

A further assessment objective states that children must be assessed on their ability to carry out practical and investigational work. If children are to be examined on practical tasks it is essential that they meet a variety of practical equipment throughout their school careers. Infant classrooms are usually full of apparatus available for use in mathematics, but as one moves through the age range the variety, availability and use of such equipment diminishes to the extent that secondary school mathematics equipment often comprises little more than pencils, rulers, compasses and protractors.

It is the case that this gradual decrease in the use of practical apparatus often goes hand in hand with an increase in the attitude that real mathematics is done in the head or on paper and that using practical equipment is a childish activity. This is unfortunate since at all levels of mathematics learning the use of apparatus can enance the acquisition of concepts. It is quite easy for teachers to ensure that children come into contact with a wide variety of mathematical apparatus. What is much more difficult

continued

EXTRA

Changing teaching styles for GCSE

# Your investigations

**SUSAN PIRIE**

Ever since the publication of the Crockcroft report, and the publicity and prominence given to paragraph 243, the number of mathematics teachers who incorporate problem solving and investigative work into their teaching has been steadily growing. So too has the number of teachers who feel they *ought* to be taking investigations into their classrooms but lack the confidence, knowledge or skills to make this dramatic change in their teaching style. And dramatic change it certainly is, for many whose style is based on exposition, consolidation and practice and who, judged by examination results, have been successful in their teaching. Suddenly the criteria for success in the 16-plus examinations have changed. By 1991, at the latest, mathematics teachers will be obliged to provide their pupils with opportunities for investigative and extended pieces of work and many teachers will need support and guidance in these areas of working.

Eighteen months ago a letter was sent to schools in Oxfordshire and Buckinghamshire inviting teachers who were either reluctant to try, or even hostile to the idea of investigations, to participate in an experimental DES regional course at the University of Oxford Department of Educational Studies. The intention was to exclude those who already worked investigatively with their pupils, and most especially those who enjoyed working in this way! For hesitant teachers it is often the very enthusiasm of their colleagues which emphasizes their own inadequacies. The isolated nature of teaching inhibits teachers from realizing that there is a multitude of other teachers "out there" behind closed classroom doors with the same insecurities and worries about changing established styles of teaching.

The personal cost of an attempt to approach pupil-learning in a novel way must not be underestimated. An act of faith is involved in the resolution "I'll stop telling them everything and let them discover mathematics for themselves" – faith in pupils' inquisitiveness, faith in one's own class management, faith in the gospel that mathematics *can* be learned in this way. The course did not seek to evangelize, but to offer a secure space in which uncertainties could be explored and the potential value of investigations to enhance learning could be exposed.

The structure of the course was built around four key elements:

(a) each participant's experience of doing an investigation,
(b) small group reflection on this experience,
(c) each participant's experience of taking the same investigation into one of their own classrooms,
(d) small group reflection on this experience.

The role of the course tutors was to ensure a supportive, unthreatening atmosphere within which ideas, problems, worries and experiences could be shared in a constructive manner. This feeling of security was crucial to the success of the course, and to promote it the initial session began on a Friday evening and was continued all day on the Saturday. The teachers worked, discussed, relaxed and ate together and, although this made demands on their reserves of energy at the end of a week in school, the participants certainly felt that it bonded them together as a group.

The principal feature of the experimental course was the intention to work initially with the teachers as people and only later to look at their role as teachers. Teaching-style is determined by a variety of factors which can be broadly grouped to include personality, personal philosphy, confidence, experience, and classroom pressures, environment and external demands. Real change cannot take place without attention being given to both the "personal" and the "teaching" factors. How often does a teacher feel able to steal time from marking and preparation to spend an hour or so "playing with a piece of maths"? How does one justify such indulgence to a head of department, one's family or oneself?

An in-service course can provide the excuse; this particular course also provided the time. The teachers spent over half the course investigating mathematical problems alone or in small groups. They experienced for themselves initial reluctance, which then gave way to involvement and enjoyment. They also experienced frustration, panic, the need to ask, and the desire to be told the answer. They were encouraged to discuss their mathematical ideals and their reactions to this new way of working. Only then did they work together to plan for one of their classes the investigation on which they had been working.

Photo: Sally & Richard Greenhill

After the initial weekend, the sessions were at least two weeks apart in, order to allow time for teachers to try out a prepared investigation in their own classrooms. During the course, issues such as mathematical processes, practical working, writing–up and assessment were covered, the last of these being of real concern to all participants. Since the course was of an experimental nature, most of the final session was spent in evaluation. The intended outcome of the experiment was the development of a pack for mathematics advisers and heads of departments, which would enable them to run supportive, successful in-service training.

How does one judge the success of an in-service course? This must of course depend on the initial aims. The long-term goal was that of substantially influencing the participants' teaching styles, and this was examined in a follow-up study of the teachers back in their schools. The more immediate objectives were those of enjoyment, mathematical enrichment and increased confidence for the teachers. The growing belief in the value of investigations and in personal ability to encourage learning through this way of working became obvious as teachers started to do more than their "one investigation with one class" homework between sessions. The perceived need for such a course was made evident by the fact that it was heavily oversubscribed.

A second course was run in the following term with minor modifications, some of the sessions being presented by two advisory teachers from draft materials based on the first course. One of these advisers then ran her own course, with considerable success. The follow-up study revealed that all the participating teachers were to some extent now working with investigations in their classrooms. Two factors appeared to influence the depth of their commitment. First, teachers who had attended the course with a colleague from their own school reported that the support they were able to offer each other eased their path to innovation within their department. Second, holding the course in the autumn term enabled teachers at the final evaluation session to make and carry out resolutions to introduce investigations to specific classes in a planned fashion, whereas those in the summer term were unable to make concrete plans since they did not know their timetables for the forthcoming year.

The outcome of this developmental work is the teacher pack *Investigations in YOUR classrooms*, prepared with support from IBM for individual teachers, with a supplement for those wishing to base a course on the materials.

*Investigations in YOUR classrooms* is available, price £6.50 (cash with order) from Dr Susan Pirie, Department of Science Education, University of Warwick, Coventry CV4 7AL.

Dr Susan Pirie teaches in the Department of Science Education, University of Warwick, Coventry.

## When does the real training start continued

is to bring about a change in attitude, educating children to believe that recourse to such equipment to help solve a problem or to help with some calculation is acceptable at any age.

The section of the "GCSE Mathematics Guide" dealing with investigational work includes a useful list of suggestions on how to introduce and develop work of this nature, but lists of "tips and hints for teachers" are very unlikely to bring about modifications in teachers' attitude to mathematics, and changes in teaching style which are necessary if investigational work is to become an intrinsic part of mathematics teaching. Historically, those innovations which have demanded a big change in the teacher's role – usually from "teacher as fount of all knowledge" to "teacher as enabler, facilitator or fellow-learner" – have produced a loss of confidence and an increase in anxiety amongst teachers.

Open-ended investigational work certainly demands that teachers adopt a non-traditional teaching role, and if the inclusion of such work is not to become a last-minute appendage to the curriculum teachers need to be offered in-service courses where they can develop some of the necessary skills mentioned above. They need time to discuss, reflect on, and develop themselves and to discuss with colleagues the different methods used; to consider alternative approaches to introducing and developing this type of work with children; to share ideas on when and how to intervene when pupils are in difficulty, and to give serious thought to the problem of how to change the attitudes of parents and children towards this "new" concept of what constitutes mathematics.

Even if we assume that the DES in-service programme has adequately prepared teachers for the assessment of GCSE mathematics, it has prepared them for the assessment of activities which do not as yet take place in the majority of mathematics classrooms. The aim of this article has not been to argue for the maintenance of the status quo by demanding the retention of CSE and O level mathematics, or to adversely criticize the highly laudable aims of the new GCSE system. Rather it has been to argue for a substantial input of money from the Government for a comprehensive INSET programme which will help to develop mathematics teachers' confidence in their ability to introduce into their teaching the necessary broad range of activities and classroom approaches demand by GCSE mathematics. This will necessitate far more money that the £5.5 million recently allocated by the Government to the "Training in the teaching of mathematics" as part of their new INSET scheme which is due to start next April.

Jim Thompson teaches in mathematics education at Brunel University and lectures upon time.



# Follow-on

**Integrated Mathematics Scheme. The L Course for Low Attainers. By Peter Kaner.**
Book L1 (Year 3) 07135 1367 5 Book L2 (Year 4) 07135 1372 1 Book L3 (Year 5) 07135 1373 X
Bell and Hyman £3.95 each.

These three books are a part of the complete *Integrated Mathematics Scheme*. They are designed to follow on from appropriate sections of the Introductory Course which contains work for all levels of ability in Years 1 and 2. Each book is intended to provide a year's work, and to be suitable for courses leading to limited grade CSE (or the lowest grades of GCSE) or a wide range of numeracy courses. They are targetted at the bottom 30% of the ability range, and claim to cover the content of the Cockcroft Foundation list both directly and in applications of maths to the environment.

Unlike more traditional textbooks, the structure is not one of chapters on specific maths topics, but has been deliberately fragmented to give variety and interest. The basic unit of work is a page, and the subjects of the pages alternate in a cycle of four headings: revision and practice of basic mathematical ideas, applications to the real world, development of new maths, and mathematical games and puzzles. A great deal of effort has been put into making maths lively, interesting and relevant, and in creating books which are attractive to work from.

From the visual point of view, these books are a great success: frequent use of colour photographs and clear diagrams make attractive pages. The contexts too, are presented in a way which gives obvious and substantial application of basic ideas, and these pages could provide the starting point for much more extended pieces of work. The calculator is used extensively from page one, and there is a wide selection of calculator games and activities.

Two reservations about the books diminish my enthusiasm somewhat. The fragmentation is not accompanied by any system of indexing or reference so that there is nothing to help the teacher, or the pupil, who wants to find work either on a particular theme or a particular mathematical topic. In the hands of experienced teachers who know the scheme well this may not matter so much, but in other hands it is easy to see the situation degenerating to individual pupils working page after page.

Equally, the strongly didactic tone of the text leaves almost no space for the pupil to find out anything for himself, and puts a burden of explanation firmly on to the teacher. The "mathematical" pages present bald facts and skills (perhaps assuming they will already be at least partly mastered) whose real *understanding* the books do not help to establish – only their practice.

Looking at the needs of GCSE, and the influence it must have on courses for most pupils, the IMS as a whole takes its place as a strong contender for consideration as the major resource for a maths department. Mr. Kaner's feeling that a book course is what most teachers want is undeniable – but I suspect they want it because that is what they are used to, and teachers by and large are conservative. But books present the least flexible alternative, and a format which is inevitably teacher-centred. The growing move towards extended course work, begun by mode 3 CSE and now accelerated in GCSE, requires pupils to take more responsibility for their own learning, more decisions; on how they should work and in which direction. This requires *more* flexible materials and resources, carefully catalogued and referenced both by topic and context.

**Peter Moody**

Edward Arnold publish at £2.50 each a series of examination aids compiled by R H Evans. They cover A level Pure Mathematics and Statistics, Pure and Applied A level Mathematics, O level Mathematics and O level Physics. The first three each contain 50 questions selected from recent University of London or AEB papers; the last has 30 such questions. Full solutions are provided and the whole represents a helpful guide to what pupils may expect and should do.



This newsletter has been inserted at the expense of the School Mathematics Project and Cambridge University Press to keep teachers and others involved in mathematics education abreast of the Project's activities.

10th October 1986 No.25

# smp news

## SMP 16-19 Project Director Appointed

The new SMP 16-19 Project Director is Dr Stan Dolan. Dr Dolan joins SMP from Kingswood School, Bath, where he was Head of Mathematics. He was educated at Eccles Grammar School and University College, Oxford, where he held a Junior Research Fellowship before entering teaching. The preliminary aims of the project will be

- To make A-level mathematics accessible to a wider range of students. Nowadays, two-thirds of students of A-level mathematics leave school to follow courses or careers outside the field of maths and physical science, and so it is important to re-evaluate the objectives of maths education in the sixth form. Moreover, it is essential to attract more students to A-level mathematics to feed higher education courses in maths, science and technology.
- To consider the impact of new technology. Technological changes are affecting the mathematical needs of society, and micros are providing opportunities for enhancing the learning process.
- To take account of the impact of curriculum developments from the 11-16 age range.

Dr Dolan would like to stress that the project aims to provide more than just an integrated package of syllabus and teaching materials. As with all SMP courses, the 16-19 Project will address itself to the in-service requirements of teachers adopting the course. A-level mathematics has appeared to many students to be little more than a succession of seemingly unrelated techniques. The project will aim to encourage the variety of learning styles advocated by the Cockcroft Report.

**How do you think A-level should change in the 1990s? Write to Stan Dolan at the SMP Office.**

## SMP 11-16

### User Groups

Throughout the country, groups of maths teachers are meeting with a common interest – SMP 11-16. The agenda of these meetings will vary according to the perceived needs of those involved. The idea of these user groups is for teachers to pool their ideas and experiences in implementing the course. So far, 25 such groups are known to us. Adoption of the course has been widespread throughout Britain. Already, over 1500 secondary schools are using SMP 11-16, including English schools overseas in Gibraltar and Hong Kong.

If you would like to form a user group in your area, contact the SMP Office, who can supply a list of schools in your area who are using the course.

### SMP 11-16 User

The second edition of this newsletter will be published later this month and sent to all schools on the User File. Extra copies of *SMP 11-16 User* 1 and 2 are available from the SMP Office, price 50p each. Offprints of SMP News are available free of charge, on receipt of a stamped addressed envelope.

### SMP 11-16 General Course

**April 13th-16th Sheffield Polytechnic.**
This course aims to cover a broad range of in-service needs relating to SMP 11-16 materials and assessment. Details can be obtained from Mr D Fenton, 4 Canterbury Avenue, Fulwood, Sheffield.

### Accreditation Courses

These courses provide Accreditation for teachers who wish to use the Graduated Assessment Scheme, an assessment designed for use in years 4 and 5, in conjunction with the Green Course of SMP 11-16. Details of this scheme are available from the Oxford and Cambridge Board, 10 Trumpington Street, Cambridge CB2 1QB. It is estimated that over 500 teachers will be accredited by the end of this year. In addition to nationally available courses, local courses are being organised through LEA advisers.

*National Courses*

October 27th–29th Barnsley (course full)
January 2nd–4th Bristol
April 22nd-24th Bristol
(venue and dates provisional at time of publication)
For details of these courses contact Mr J Hersee, 76 Pembroke Road, Bristol BS8 3EG.

*LEA Courses*

November 8th & 15th Coventry
November 22nd-23rd Cambridge
November 28th-29th Devon
For full details of those courses contact your LEA adviser.

## SMP Project Grants

The SMP Trustees have agreed to offer a limited number of Project Grants to support classroom research and development related to the work of the Project. These awards will normally be in the range £500-£1000. A professional tutor from SMP will be assigned to each project to offer professional guidance. The awards will be made annually; renewal of awards for promising projects will be considered.

Proposals for these awards should be submitted to the Executive Officer of the Project, Mr C T Little, by 1st December 1986. Applications should contain a detailed outline of the proposed work.

## A-Level – Medium Term Developments

SMP 16-19 will not be published until the 1990s, so SMP recognises the need to maintain and adapt its existing A-level courses and syllabus in the medium term

*Revised Advanced Mathematics – New Edition*

**A new edition of Revised Advanced Mathematics is in the process of publication. In order to limit the need for schools to buy new texts, the new edition of volumes 2 and 3 includes minor amendments only, which replace work such as logarithms for calculation with calculator-based methods.**

However, volume 1 is being completely rewritten by a team of 15 teachers, the aim being to provide an introductory A-level text which will be easy to read, and which indicates numerical calculator – or micro-based approaches to calculus and other topics. The curricular context will be similar to Revised Advanced Mathematics volume 1, but the mechanics gains expanded treatment. It is intended that the text will be available for the first post-GCSE sixth form cohort

*SMP A-Level*

Discussions are in progress on how to modify the existing syllabus to encourage more post-GCSE candidates to study A-level mathematics. A working group has been formed to frame firm proposals for presentation and discussion with representatives from schools doing SMP A-level next year. If you have any comments on this topic, please send them to the SMP Office.

*SMP Further Mathematics*

The syllabus for 1988 has now been approved and details will be sent to schools and centres soon. The new syllabus is, at the time of writing, in draft form and is available from the SMP Office.

The alternative assessment scheme comprising a project and a comprehension paper will be operational in June 1987 – details from the SMP Office.

### Monitoring Committee Reports

SMP continues to monitor SMP GCE examinations, as well as the joint GCE/CSE 16+ assessment in Mathematics (SMP). If you have any comments on these papers, or would like to help in preparing reports, write to Chris Little at the SMP Office.

## GCSE Developments

### SMP 11-16

As previously announced, this GCSE syllabus has National Project Status, and candidates may be entered through all examining groups. The conducting group is the Midlands Examining Group, in association with the London and East Anglian Examination Group. For copies of the syllabus and specimen assessment materials, write to the University of Cambridge Local Examinations Syndicate (address below).

### Phase 4 training programme

A series of training sessions is being held throughout the Autumn term. These are being organised through the Midlands Examining Group and the London and East Anglian Examining Group, with training materials and tutors provided by SMP. The aim of the courses is to analyse in some detail the assessment of two coursework tasks from the coursework programme. All tutors have first-hand experience of administering the coursework in their schools. Owing to pressure of numbers, it will be possible to accommodate only one teacher from each school on these courses.

For further details, contact Elizabeth Mills at the Cambridge Local Board.

### 'Traditional' SMP

The Midlands Examining Group, the Northern Examining Authority and the London and East Anglian Group have all now published syllabuses appropriate for schools using 'traditional' SMP materials (*Books A-H, 1-5, New Book* series). For syllabuses and past papers, write to the Boards of the appropriate examining group.

### MEG SMP 'Mode 2' Coursework Option

As highlighted in previous issues of SMP News, an SMP working group has developed a coursework assessment component for schools taking the MEG Mathematics (SMP) GCSE. It must be stressed that the scheme is experimental, but it is hoped to provide some in-service support for schools entering the scheme.

Details of this option, together with specimen assessment materials, are now available from the Cambridge Local Examinations Syndicate.

## News of Publications

*SMP New Numbered Books*

| | |
|---|---|
| New Book 3 Part 1 | October 1986 |
| New Book 3 Part 2 | early 1987 |
| New Book 2 Part 1 | mid 1987 |

*SMP 11-16*

| | |
|---|---|
| Book R2 | October 1986 |
| Teacher's Guide to Book R2 | December 1986 |
| Book G5 | October 1986 |
| Teacher's Guide to Book G5 | October 1986 |
| Teacher's Guide to Book Y(E)1 | October 1986 |
| Book B4 | December 1986 |
| Worksheet Masters for Books B4, R2 and Y4 | December 1986 |

*Further Mathematics series*

| | |
|---|---|
| Mechanics and Vectors | December 1986 |
| Statistics and Probability | May 1987 |

For more information, contact Elizabeth Wilson at Cambridge University Press.

*In-Service Resource Kits*

All twelve of these kits, which are suitable for all kinds of in-service work, are now available. For further details and order form, write to the SMP Office.

## Useful Addresses

For general enquiries and GCE syllabuses:
SMP Office
University of Southampton
SOUTHAMPTON SO9 5NH
Tel: (0703 559122 ext 3696

For information on GCE entry and the Graduated Assessment Scheme:
Oxford and Cambridge Board
10 Trumpington Street
CAMBRIDGE CB2 1QB
Tel: (0223 64326

For past GCE examination papers:
Oxford and Cambridge Board
Elsfield Way
OXFORD OX2 8EP
Tel: (0865 54421

For details of SMP publications:
Cambridge University Press
The Edinburgh Building
Shaftesbury Road
CAMBRIDGE CB2 2RU
Tel: (0223 312393

For GCSE enquiries:
Contact either your local board or University of Cambridge Local Examinations Syndicate
Syndicate Buildings
1 Hills Road
CAMBRIDGE CB1 2EU
Tel: (0223 61111

A new mathematics deal for low-attainers

# Personal achievement

JANICE JOHNS ● ANN MILLAR
PETER MOISE ● GILL SNOOK

Are you bothered when your low attaining pupils leave school without any qualifications? You are? So were we! But we decided to do something about it. We considered existing methods of assessment and the examinations which were available: Money Management, limited grade CSE, and the Dorset Arithmetic Certificate. These we rejected because we felt that rules rather than understanding were being tested and positive achievements were not being rewarded. Pupils should be given greater opportunities to demonstrate their skills and abilities in a wider variety of situations. We wanted to promote and develop mathematical activity and give our pupils a feeling of success and achievement. This did not happen overnight: a great deal of discussion took place amongst ourselves and others, and gradually our ideas became clear.

We are four Dorset teachers, with a particular interest in teaching and motivating low attainers. We first met while on a Mathematical Association Diploma course. Mr R Cory, the Mathematics Adviser, encouraged us to look into replacing the Dorset Arithmetic Certificate with a wider based assessment course and over a period of two years we were released from our schools for approximately three days each term.

The course we envisaged was to act as a guide to those teaching mathematics to the less able pupil and would, at the same time, culminate in a form of certification which recognized an individual pupil's success, however modest, thus providing a strong incentive to greater personal achievement. In accordance with the Cockcroft Report the emphasis throughout the course was to be on the mathematical needs of pupils.

The initial discussions realized that:

1) a two-year course with some form of continuous assessment, possibly in the form of a profile at the conclusion of the course, was needed;
2) low attainers are often taught by non-specialist teachers who would need to cope with teaching the course;
3) timetabling often directs that the bottom groups work away from the specialist teaching rooms, so these "peripatetic" teachers should also be considered.

In order to provide a viable and worthwhile course we felt that these points needed to be taken into account.

Aims and objectives which would truly meet the needs of our pupils were discussed. You can imagine our delight when the National Criteria were published and every one of their aims agreed with ours!

*Aims*

To contribute to pupils' personal development and overall education.
To enable pupils to develop fully the mathematical skills and understanding required for their present needs in and out of school and for the future demands of adult life.
To develop an appreciation and enjoyment of mathematics and an awareness of its importance in society.
To develop confidence in the pupil's own ability in mathematics.
To recognize that a situation may be represented mathematically and to select an appropriate method and solution to a problem.
To communicate mathematical understanding and reasoning in a variety of ways.

*Objectives*

a) Attitudes and ways of working:
–Building confidence, overcoming fear of failure
–Motivating, offering relevant and interesting material
–Developing the ability to investigate and experiment
–Developing curiosity and encouraging the awareness of the significance of mathematics in other areas
b) Content and Syllabus:
–Knowledge of mathematical concepts and facts
–Understanding and interpreting information
–Applying knowledge and technique to solving problems
–Ability to i) classify, ii) symbolize, iii) prove, iv) transform a problem into workable terms, v) make and test hypotheses.

To allow scope for pupils to reach their own level of attainment, four levels (A,B,C,D,) were developed. Level A should be within the capabilities of all pupils. We aim to link Level D with GCSE Level 1.

The syllabus was drafted and divided into four main sections: Numeracy, Measurement, Spatial Awareness and Interpreting Data. The Cockcroft Report was used as a reference point.

Assessment is in five separate areas:
1) File of individual work
2) Practical
3) Aural
4) Written
5) Calculator

It would be possible for a pupil to gain a Level A to D in each of the areas 2 to 5. The file of individual work would not be assessed to a particular level but would be criterion referenced and a negotiated positive statement would be included with the final certification.

The file would contain work produced in a variety of ways, for example:
a) mathematical investigations which could be short tasks or extended pieces of work;
b) project work which would show mathematical implications of an everyday situation.

The pupils are encouraged to develop their own individual mathematical thinking, either through their choice of topics or in the way a problem is explored.

Practical tests have been devised which are adaptable to a variety of situations. For Level D it would be possible to be assessed on cross-curricular practical work which has mathematical content, for example a wood or metal design project or a cookery planning and practical examination.

For the Aural, Written and Calculator papers the pupil would need to achieve a mark of at least 75 per cent on a lower level paper before moving on to the next higher level. Should a pupil not reach the required standard on one paper there is a back up of three or more papers and when the pupil feels ready to attempt that section a similar paper to the one not passed is available. After more discussion, a certificate was designed on the principle of a folder. The cover bears the pupil's name, the county logo and the signatures of the chief education officer, headteacher and chairman of the board of governors. On the inside cover the aims and objectives are listed. The facing page is in the form of an envelope, on the outside of which is displayed the level attained in each aspect of the course. The envelope contains a profile of the pupil, based on the work submitted for the file of individual work. On the back cover there is a list of endorsements from local industries.

Since September 1985 12 schools have been successfully piloting the course with the assistance of a county advisory teacher, Ms F Ashworth, who has been promoting and supporting the scheme with help in the classroom and materials, including a file of investigations which she has been developing and monitoring with teachers in schools. She has also been establishing links with local industries, collecting their ideas and involving them with any future developments. The pilot schools have met half-termly to discuss problems that have arisen and these working parties will continue to ensure the on-going development and to include any changes arising from needs highlighted within schools.

At the end of May 1986 the course was made available to all the schools in Dorset and heads of mathematics and special needs' departments were invited to attend an introductory meeting. The indications are that 26 schools in Dorset will be following the course – a total of 250 pupils.

For the future there are rumblings around the southern counties that this approach to mathematical assessment may be accepted and validated by the Southern Examining Group. Our expectations are that the SEG will adopt only the ethos of the scheme, thus providing other similar groups of teachers with the opportunities to produce their own philosophies regarding this important area of mathematical teaching. We hope that the SEG in consultation with the working party will produce a set of criteria by which achievement certificates from any county, or group of teachers, may be validated. The ideal of validation from an examining board is extremely commendable, but this must not detract from the philosophies of the course. Hence, it is hoped that any form of validation will continue to give individual groups the opportunity to devise their own courses.

We would hope to see teachers producing their own county-based certification. We would hate to see this scheme being adopted as a regional examination, which would detract from its very personal approach, caring for the cultural and environmental needs of our children. Our philosophy enables teachers to develop materials relevant to the needs of their own children. If you are one of these bothered teachers and would like to discuss further these ideas do not hesitate to contact a member of the working party.

DoMAC (Dorset Mathematics Achievement Certificate) has finally arrived for us. Can we help you to produce a - MAC for your county?

Janice Johns (Shaftesbury School), Ann Millar (Twynham School), Peter Moise (Blandford Upper School), Gill Snook (The Grange School).

# Graded course in parallel

S T D Mathematics, Book 4A. By Bostock, Chandler, Shepherd and Smith.
Stanley Thornes £4.65, 0 85950 250 3

This text is one of a series of nine books which together form a graded course for secondary pupils. Volumes 1, 2, 3A and 3B are already available and in preparation are volumes 4B, 5A, 5B and 5C. The A books are designed for pupils working towards the higher level of GCSE mathematics while the parallel B books are for pupils aiming at the middle level.

Volume 4A is a 380-page text of full-page format devoid of colour or illustrations. The content covers, in the main, the common syllabus requirements of all the examining boards. The approach is traditional, being a presentation of the necessary text followed by work examples and graded exercises. The exercises are divided into three types offering what the authors define as: 1. being necessary for consolidation 2. extra, but not harder, questions for extra practice and revision and 3. more demanding questions. Multiple choice questions are also included.

As with preceding volumes in this series, the text is clearly presented but offers nothing new: there is little evidence of the practical work, problem-solving or investigational approaches prescribed in the Cockcroft Report.

Peter Connely





In Japan, more means better

# Ahead of the rest

MICHAEL DREW

Speaking about Japan's low unemployment rate on "Newsnight" (July 17) Lord Young commented, "Japan is an entirely different society – not our sort of society." I recently spent some time in Japan, watching mathematics being taught in schools, and can confirm that it is different. Much is the same in mathematics, of course. The syllabuses have a lot in common.

In Japan there is only one syllabus, which is laid down by the Mombusho, (Ministry of Education, Science and Culture) and followed by every child in every school in the land. Education is compulsory between the ages of six and 15, and in those years a Japanese child will follow a course very similar to a fairly traditional O level mathematics course, and not at all unlike most GCSE courses (Higher level without *centre-based* assessment). Japanese *children* learn no trigonometry in those nine years, but their syllabus includes rather more geometry (in particular the three-dimensional variety) than we would consider desirable. I had expected there to be an emphasis on the requirements of technological industry, but that is far from the case. The Mombusho's course has evolved, albeit more slowly, in the same way as mainstream mathematics in the UK. Most of the syllabus is there by tradition: new topics are included (vectors, statistics, functions) some years after they have appeared in western schoolbooks.

Teaching is mostly by chalk and talk, in all schools to very large classes. Few are below 40, while some are said to contain 50 or more. Teachers I spoke to were interested in our investigational approach, but felt that they hadn't the time or small enough classes for it to work. The teaching style is rather that of a formal lecture, with pupils copying lengthy notes from the blackboard before working through problems from their Mombusho-approved textbooks. In all the lessons I saw, however, the teachers' relationships with their classes were relaxed and friendly, and one or two teachers in particular clearly valued the participation of their pupils, both individually and as a group. At the Tokyo University-attached lower secondary school the mathematics department is committed to the active involvement of all their pupils. It is hard to conceive a more imaginative and exciting lesson on factorization into primes than the one I watched Mr Yoshikawa give his 14-year-olds: their eyes were alight with pleasure.

Perhaps surprisingly, little use is made of computers in the classroom. I visited a primary school in Nara where computers were being used by a class learning to add and subtract fractions, but could see no advantage the program had over a textbook with answers in the back. I was told that the Japanese didn't like the idea of human contact with the teacher being replaced by a machine. All the computers had been supplied by IBM.

Twenty different sets of textbooks have been approved by the Ministry and schools are free to choose whichever courses they like. It is possible for them to choose textbooks which the Mombusho has not sanctioned, but competition in education is strong in Japan, and parents are unlikely to favour a school which uses books not smiled upon by the Ministry. The approved textbooks are all very similar and so the schools' choices are more apparent than real. However, the Mombusho knows its business, and the officially approved textbooks are attractive and sound not very different from some of our best-selling courses.

How, then, are they so different? Well, what we teach between the ages of five and 16, the Japanese teach between six and 15; but it's much more than that. What we teach to our most able 20 per cent in 11 years, they teach to the whole ability range in nine. They don't recognize our rules at all. What we consider appropriate only for our best candidates, the Mombusho believe to be suitable for everyone, and, what is more, they teach to mixed-ability classes of over 40. Admittedly there is an element of elitism, in that many schools hold entrance examinations, so perhaps the ability is not as thoroughly mixed as it could be, but it's a very great deal more mixed than it is in much of our education system.

The Japanese have no public examination which is equivalent to our 16-plus. At 15, children can transfer, if they choose, to enter the higher secondary schools. In April 1986 the proportion of pupils who entered the Japanese equivalent of a sixth form was 96 per cent. Entry to the best is by examination and extremely competitive, so doing well in mathematics is important; the Japanese and English languages are next in importance.

This, of itself, doesn't imply that achievement is any greater in Japan than it is here, and it is not easy to make simple comparisons. There have, however, been several international comparative tests in the last two decades or so, and they leave no doubt at all that the Japanese are ahead of us: they are ahead of the rest of the world, in fact, and, on the whole, we are well down the list. The Japanese average score of mathematical attainment is very significantly higher than ours in all the tests, some published, some only partly published, but all on basic mathematical skills and knowledge common to both cultures.

The differences are so great that we ought, as a nation, to be very concerned about them. The success of Japanese technology is well established, and it is hard to see the gap between us do anything but widen in the foreseeable future. Part of our comparative failure must derive from our relative incompetence in learning and teaching mathematics, and so it is important for us to know why they do it so well.

There are two over-riding reasons, I believe. One is that education, in general, and mathematical education, in particular, are both highly esteemed in Japanese society, whereas by and large in this country most people regard education at best as a means to an end. About that there is little we can do in the short term. The other reason the Japanese achieve so much better results than we do is that they simply have very much higher expectations of their children.

Of course, ours are just as bright and potentially able as theirs, even if they are not always as receptive, but we clearly under-estimate them. I welcome the GCSE initiative as much as anyone, but I shall be sorry that it perpetuates the old capability myths (levels 1, 2 and 3) if, as I suspect, it means we continue to undervalue the potential of at least half of our children.

Japanese society *is* different, but not entirely different, and there are things we can learn from them. Not least is a respect for the capabilities of all our children.

Michael Drew teaches at The Grammar School, Bristol and has spent a year as a part-time teacher/fellow at the School of Oriental and African Studies, London.

EXTRA

GCSE: Investigations as coursework

# Alternative forms

DAVID KENT

There is an irrefutable case against assessment *only* by time limited, written examination papers. This has been accepted by some mathematicians for a long time, strongly hinted at in the Cockcroft report and put very clearly in the Assessment Objectives of the National Criteria.

Put simply, the argument is that there are aspects of mathematical activity which cannot be adequately assessed by traditional methods. For many of us this is not easy to see; precisely because our mathematics is that which we have been taught in order to pass (or fail) written papers. Our view of what mathematics is about can be very restricted.

In schools we are charged with the responsibility of offering all pupils the full range of mathematical activities. Assessment should be based accordingly and not on only part of the range. The case against the dominance of written papers is the case for introducing alternative forms of assessment – including a coursework element.

The strong case in favour of retaining assessment by written papers is that in a sense they are fair, offering a reasonable measure of objectivity and uniformity of standards. As we broaden the curriculum to take on board investigations, group activities, practical work and all that will be part of GCSE assessment, mathematics teachers will be called upon to make judgements which are far more subjective than we have been used to. In turn this will call for strict processes of moderation, perhaps at school, area and regional levels. It would be wrong to expect overnight miracles. We must face a period of development, training and just learning through the experience of doing.

Part of our learning experience will come through organized training and in-service. We may also gain much of value through discussion with colleagues outside mathematics. It is true that what is new as far as mathematical assessment is concerned is now old hat in some other disciplines. But the most important part of our learning experience must come in doing the work with pupils, meeting colleagues and establishing criteria upon which we make judgements and establishing a consensus of opinion.

What is presented now is one possible coursework task, with a few ideas about the sort of things we could be looking for when we assess pupils' performance.

**The Football Scores Investigation**

"A football match finishes with a final score of 3–1. You are asked to investigate:

1) the total number of possible half-time scores.
2) the possible routes to this final score (one route is 0–0, 1–0, 2–0, 3–0, 3–1)

Generalize your results for any final score".

As presented here, the football scores investigation is fairly closed, although we can open it out later. If a match finishes with a final score of n–m then:

the total number of half-time scores is $(n + 1)(m + 1)$

and

the total number of routes to that final score is:

$$\frac{(n + m)!}{n!\ m!}$$

A closed investigation will be bound by content and we can award marks for this content. We can however also assess some of the processes used by pupils.

**Logical ordered thinking**

Some pupils will almost certainly attack the problem in a random fashion, others will be much more orderly in approach. It must be made clear that there may be occasions when a pupil is:

*able to do something*

but

*unable to communicate this in writing*

With coursework we can award credit for what we see happening as well as or as an alternative to what is written down. Evidence of a logical approach might be seen if a pupil sets up the possible half-time scores for 3–1 as:

| | | | |
|---|---|---|---|
| 0–0 | 1–0 | 2–0 | 3–0 |
| 0–1 | 1–1 | 2–1 | 3–1 |

Indeed, setting out the half-time scores for a final result of n-m as:

| | | | | |
|---|---|---|---|---|
| 0–0 | 0–1 | 0–2 | ... | 0–m |
| 1–0 | 1-1 | 1–2 | ... | 1–m |
| 2–0 | ... | ... | ... | 2–m |
| ... | ... | ... | ... | ... |
| ... | ... | ... | ... | ... |
| n–0 | ... | ... | ... | n–m |

gives a visual proof of why the general result is $(n + 1)(m + 1)$.

**Generalizing**

The word *generalizing* will become of increasing importance in school mathematics. Within the context of a differentiated curriculum, fundamental to Cockcroft and GCSE, it would be wrong to think of generalizing only in relationship to symbolic forms. Experience suggests that there are three or four broad levels of generalizing. We can illustrate these with the half-time scores.

*Generalizing in symbols*

At the highest level some pupils will generalize symbolically by stating that for a final score of n–m, the number of half-time scores is $(n + 1)(m + 1)$.

*Generalizing in words*

There is a level, lower than the one above, where pupils can generalize but not use symbols. They might write – or tell you – that number of half-time scores is:

"You add one to each score. Then you multiply these numbers together".

*Generalizing by example*

You can also expect to find some pupils who will generalize but use neither words nor symbols. We might have to ask them to do an example like taking a game that finishes 9–7. They are likely to compute:

number of half-time scores:

$9 + 1 = 10$
$7 + 1 = 8$
$10 \times 8 = 80$

This is written here to look clumsy – pupils often write like this. But it shows evidence of being able to generalize.

Of course, there will be some who do not generalize at all.

**Strategies used and encouraged**

It would be quite unreasonable to expect many (or any) pupils to obtain the result

$$\frac{(n + m)!}{n!\ m!}$$

in part 2. However, it would be good teaching to encourage the inductive approach in pupils, so that they adopt a strategy such as looking at:

number of routes to $n - 0$ is 1
number of routes to $n - 1$ is $n + 1$
number of routes to $n - 2$ is

$$\frac{(n + 1)(n + 2)}{2}$$

and perhaps even:

number of routes to $n - 3$ is

$$\frac{(n + 1)(n + 2)(n + 3)}{6}$$

At this stage some might even guess (conjecturize) the result for n – m as:

$$\frac{(n + 1)(n + 2) \ldots (n + m)}{m!}$$

**Forming conjectures**

We need to move away from the view that everything in mathematics is either right or wrong. The subject has developed through a process of conjecturing – with proofs or refutations.

Some pupils on seeing that for a score of 3–1 the total number of routes is 3 + 1, will suspect that for any score:

"the number of routes is given by adding the scores together"

This is not wrong – but a conjecture in need of testing. It will be seen to work only in the case where a game finishes n-1. But if a pupil puts forward a conjecture and either proves or refutes it, then we should give credit. This is a fundamental mathematical strategy.

**Extensions of the problem**

No really good problem is ever fully solved. Each one has the capacity to create others. For instance, we could extend Football Scores to Rugby Scores with six points for a goal four for a try, three for a drop goal and penalty. We can, and indeed should, encourage pupils to develop their own extension work.

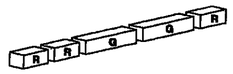
**Recognizing equivalent systems**

The ability to recognize equivalence in two seemingly different systems is fundamental to mathematical work. Football scores can be offered in many guises. Here are three:

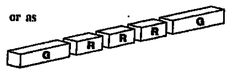
a) *Cuisenaire activity*

(This particular version has been undertaken in primary schools.)

With 3 red and 2 green Cuisenaire rods we could lay them out as a rod-train:




or as




How many different rod-trains could we make?

b) *Heads and tails*

Three coins are placed facing heads and two facing tails. One possible arrangement is:

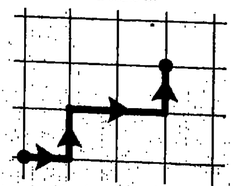

whilst another is:


How many different arrangements are there:

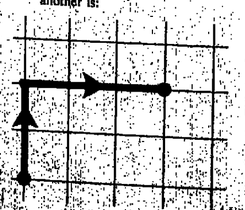
c) *Routes on a grid*

We wish to examine the number of routes from the origin to the point (3, 2) on a square grid. We can move *only* along grid lines and only in the positive direction.

One such route is:



another is:



Not only should we encourage pupils to recognize such equivalences, but also we must award credit in our assessment schemes when they do.

**Closing remarks**

Future historians of education will surely look upon the 1980s as the era of assessment-led curriculum development. Whether the move will prove to be successful only time will tell. GCSE is about more than the content and form of assessment it is about creating a rational forum for changes in our methodology of teaching mathematics.

It does little however, to create the necessary emotional and attitudinal changes required.

I appreciate that in such a short article, it has been possible only to touch the surface of what is probably the most contentious and important issue to face mathematics educating for years. But perhaps that is not a bad thing, for, as I said earlier, we are all facing a period of development and learning. While it would be fatal to stand still we must be sure of the forward steps we make – and that takes time.

David Kent is mathematics adviser for Suffolk, and chief examiner for GCSE mathematics coursework for LEAG

# Solve it

**Problem Solving and Investigations. By David Wells.**
**Rain Publications, 6 Camarthen Road, Wetbury-on-Trym, Bristol BS9 4DU. 50p, post free.**
**Let's Solve Problems. By Roy Hollands.**
**Basic Blackwell, four books containing photocopy masters, £9.95 each.**

David Wells's pamphlet, *Problem Solving and Investigations*, is a discussion document for teachers and others involved with maths teaching. It is a thoughtful booklet which challenges a number of conventional views currently adopted within the profession. Teachers presently grappling with the new GCSE syllabuses will be very much concerned with developing project-style coursework and assessing it. Investigations are likely to figure in this development and anything which helps discussion will be useful.

First the author deals with the lack of clarity with which the term "problem solving" is frequently used, and asks why problem solving is so often thought of as separate process from that of investigation. He then goes on to discuss the origins of the so-called "data/pattern/induction" model of the investigation process which lies at the heart of so much contemporary advice on both teaching and assessment of investigational work. Indeed he is critical of the fact that this model is often narrowly perceived as the only model one should use. He finishes the booklet with a chapter on seeing pupils as researchers in mathematics and discusses the extent to which they can or cannot achieve this role.

Roy Hollands' books do not solely deal with investigational problem solving but are not irrelevant to those interested in such work. The theme of the series ranges from mathematical puzzles to a (fairly) real-life context to aspects of number puzzles, all of which are called problem-solving. The books contain single-page worksheets which can be photocopied for pupils' use.

Much of the material consists of very specific questions, some related to more extended problem work, but broken down ("structured") into simple stages. Many pupils do indeed experience difficulty with applications of maths to real-life context, and may find puzzles hard to do without guidance. This series will help them get off the ground and move towards more independent thinking.

The four books cover different age ranges: around eight, around nine, up to eleven, and eleven to twelve. On the whole, they provide interesting and useful supplementary material for any maths scheme.

**Andrew Robert**





EXTRA

The IMPACT Project: progress report*

Ruth Merttens with parents and teachers at an IMPACT meeting

# Chorus of assent

RUTH MERTTENS • JEFF VASS

The IMPACT Project, an experiment in parental involvement in mathematics centred on the Polytechnic of North London, has now been running for nearly a year and we are now in a position to comment upon the effects on the children, parents and teachers who are involved.

The level of parental involvement has been astonishingly high, remaining throughout the year at the same sort of levels that have come to be associated with parental involvement in children's reading. All the class teachers with whom I have been working over the past year are keen to continue or to increase their commitment to the project, and we have a long queue of schools who are anxious to become involved but whom we are unable to assist due to lack of resources.

The actual day-to-day organization of the project has altered surprisingly little over the year. Each half term, we plan with the teacher the maths curriculum for the class. We isolate particular activities which could be done at home but which nonetheless form an integral part of the classwork. Materials are then designed, constructed and brought back to the class teacher.

Each Friday the children take home the activity appropriate to that week's classwork. The feedback from the weekend's task consists of the product from the activity and parents' and children's individual responses. On the basis of this feedback the teacher modifies the classwork accordingly. Every four weeks or so parents come to discuss in quite specific ways the activities that have been undertaken at home and any mathematical difficulties that have arisen.

The half-termly planning with teachers constitutes a substantial INSET component of IMPACT. These sessions encourage detailed planning of many aspects of the term's work. The discussions generate increased confidence in maths and in addition, the effect of planning a proportion of the maths to be covered as home-based activities requires the teacher to consider the relevance of the mathematics itself to the home situation and beyond.

These INSET sessions form a welcome opportunity for teachers to discuss the children in their class and their own insecurities with regard to mathematics. The fact that this project provides individual in-service training of this nature seems to make it a much more attractive proposition for teachers than it would otherwise initially be. There is no sense in which the INSET component of IMPACT has proved to be incidental to the project to date. We feel that the inclusion of an INSET package will be a common feature in projects that attempt to establish this type of parental involvement in schools.

The experience of IMPACT suggests that when parents are involved in their children's maths learning in school, both the teachers and the parents benefit enormously from the exchange.

We have been evaluating parental responses to IMPACT through three main vehicles. The first is the use of printed evaluation sheets which go out with every Friday's activity and which each parent and each child fill out separately. The second is by recording and taping parental conversations both in formal meetings and out of them. The third is through talking with, listening to and discussing with parents at some length their contributions and suggestions.

Teachers often have a negative attitude towards parental involvement, and this is too often echoed by a similar feeling on the part of the maths advisers and inspectors that parents, not being "experts", will do more harm than good if they try to help their children with maths.

Through the use of the specifically designed IMPACT materials, parents are able to help their children at home in mathematics in a way which complements and reinforces what is going on in class, rather than contradicting it. Furthermore, during the regular meetings between ourselves, the teachers and the parents, we find that we are all discussing particular points raised by the last four weeks' work, in class and at home.

The studies in both Coventry and Haringey concerning the effects of sustained parental involvement upon the reading ages of the children involved give a clear indication of the type of result we might expect to get from a similar integral involvement of parents in their children's maths. We have been looking very carefully throughout this pilot project at how the children's mathematics improves and also at how this can be measured. It is clear already that children involved with IMPACT seem to gain remarkably in mathematical confidence. Our preliminary findings show that these children instigate mathematical experiences; they introduce mathematics into what otherwise might be non-mathematical situations; they are more inclined to develop their own algorithms and they adopt a generally more flexible and positive approach to the whole subject.

Certain aspects of the data suggest that they have also made remarkable strides in terms of mathematical development. Number bonds, numeral recognition, appreciation of ideas of symmetry and shape, and especially their understanding of all types of measure and their ability to estimate, all progressed extraordinarily fast. The children also possess an ability to transfer skills which is quite unprecedented in my experience. Moreover, many parental comments concern the fact that all the children talk about maths a great deal. The maths that they are learning at school would appear not to remain a classroom subject in the way that it often does.

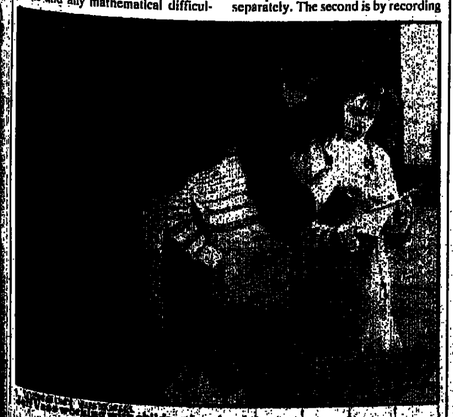
A description of a pilot project like this one would not be complete without a mention of one crucial fact. The vast majority of the children, parents and teachers taking part in this project have enjoyed it very much indeed. Most parents have taken time and trouble to assure us how much they are enjoying the project and what a great deal they are gaining from it. The teachers with whom we work are more positive about IMPACT than we would have dared believe possible and the children, from their written comments, from their conversations and from their faces as they take home their work and bring it back into class give us the most positive feedback of all.

This year has been harder work than we would have ever imagined, but there have certainly been moments which have made up for it all. One we shall remember was the parents' meeting in a school with not a single professional family on the role. One father said that one of the things that he found surprising was the extent to which his son pestered him to do the weekend's maths. Another woman reported that her daughter refused to come down to tea on a Friday unless her parents had at least started her maths. The chorus of assent when we asked if it were generally true that children pestered their parents to do the activities rather than the other way round, was unmistakable.

Perhaps the most poignant and worrying moment of the whole year came last week, when a parent told us anxiously that her daughter was moving up to a new class in September and she really wanted her to go on bringing "this maths stuff home because we all enjoy it, see." The answer is that we do not know if the project will be able to continue next year and whether the research which we have only just begun will be followed up at all. But we very much hope so.

Ruth Merttens and Jeff Vass are joint co-ordinators of IMPACT.

***See also "Bringing Parents into the Equation" by Sarah Bayliss in *The TES* January 3, 1986.***



Parents working with children in school

EXTRA

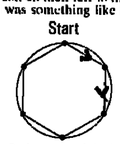
Every child can succeed

# Playing Passola

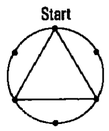
JANET HAGER

As headteacher of a very small primary school in Suffolk, I was aware of the need for my children to be involved with larger groups of children in other schools. It was in one such school visit the children were introduced to the game of Passola. This was the starting point for a series of mathematical investigations when we returned to our school.

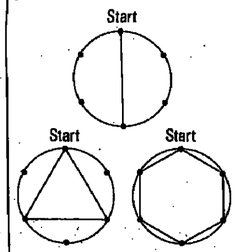
Initially, the game involved a group of six children standing around in a ring with one of them holding a football. Then they played Passola. The idea was that they passed the ball amongst themselves according to varying rules. In step 1 of six person Passola, they passed the ball to the next person on their left so the path of the ball was something like this.




In step 2, they passed the ball to the next but one person on their left:




Then followed steps 3, 4 and 5.




Moving on to seven-person Passola, following the same sequences, more and varied shapes and patterns occur. For instance, step 3 of seven-person Passola gives:


After this, questions about $n$ person Passola, step $m$ can be posed, such as: (a) Predict patterns and shapes made; (b) Work out which people will or will not receive the ball, and after how many passes; (c) State the relationship between $n$ and $m$ which determines whether or not all the people receive the ball.

At this stage I began to wonder how I could use and adapt the idea of Passola in school so that all of the children, regardless of age or ability, could manage to succeed at some aspect of it.

I started with the idea of the throwing of a ball, giving the children plenty of opportunity to practise the skills involved. As all of us concerned with children know, there is always a minority who find even the most basic task difficult, and we were no exception! On many occasions the ball failed to reach its destination, bouncing and splashing in puddles in the playground. This, incidentally, led to unforeseen opportunities for investigations into environmental studies and science! Eventually we all agreed that if we sat down and rolled the ball to each other, we would be more likely to achieve the required results.

Following on from ball throwing, we went back into the classroom to commit to paper the shapes we had just made. All of the children were involved in drawing the patterns as accurately as possible, using rulers and sharp pencils (no rubbers!).

To make things easier each child was given printed sheets with dots representing the people.

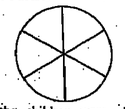
Then followed a number of discussions about these drawings, for example:

What is the relationship between the number of lines and crossovers?

What is the relationship between the number of lines and number of angles?

Why were some patterns repeated? (The discussion is only limited by the imagination of the teacher.)

Each child, using a compass, was asked to draw several circles. Unfortunately, even after prolonged practice, there were still one or two who could manage no more than a rather uneven spiral, so plastic circles were brought into use. After all the children had drawn a circle of a given diameter on cardboard of varying thicknesses, they then proceeded to divide it into as many segments as people playing a game of Passola.



All the children were given the opportunity to use protractors, calculators, Unifix bricks, beads, shells and even Smarties to make their calculations. (Beware of using Smarties except for the very strong-willed – the results tended to become more inaccurate as temptation grew!).

This circle was then cut out (almost perfectly) and placed on another sheet of cardboard. Pencil marks were made wherever a radius reached the circumference (and these words were used when speaking to the children). After removing the circle, a needle was then pressed through the marks, leaving a number of holes. The children, having a free choice of thread and needle size then transferred their drawn patterns in thread on to card. None of the children were given any help at this stage, apart from threading needles and tying knots. They all managed, regardless of age or ability, to reproduce their patterns perfectly.

Several of the older children then wanted to use some other medium to achieve a similar result, so art straws were introduced.

But this posed another problem. If all of the straws used were the same length the finished shapes would vary enormously in size, so yet more calculations were needed to ensure a uniformity that the children themselves requested.

Whilst this was going on, a discussion was developing amongst the younger children.

"It was good when I threw the ball and you dropped it."

"I made a big splash in that puddle."

"My mum will be mad when she sees my socks – they're new."

"Didn't the ball roll a long way? It made those wet lines go all over the place."

"They didn't make any shapes then! We should have kept on dropping it, so we didn't have to come in and do those drawings."

Then, after a pause,

"They must have made *some* shapes."

"Yes, some shapes, but not ones we can draw."

"We could if we saw where it went."

"Not if the water dried up we couldn't."

And so on.

We tried it again in the classroom. I suggested that the children threw the ball to each other and when it was dropped (or missed completely) we would watch to see where it went. After 10 minutes of frenetic activity and the most appalling throwing and catching ever seen in school, we decided to limit the space used to half of the classroom, and, to add interest, we soaked the ball in water before throwing it.

The next quarter of an hour needs no description! More rules were introduced. What would happen if the ball, which as every five year-old knows is "round", was confined within a circle? What shapes would we see? Trays and hoops were then brought into the activity.

Sheets of plain paper were placed under hoops and in trays and the balls rolled around at will, now soaked in paint. Perhaps the most startling of all the comments made by the children was by one of the youngest, who has specific learning difficulties:

If there is no restraining edge the ball frequently falls off

"Look, look, it's like magic." (Magic?).

"Look, this ball's round and the hoop's round, but look, look what's happened. I've got straight lines and corners all over the paper."

This alone leads to enough valuable language development to make the topic worthwhile. Whilst our attention was being given to this exciting discovery, another child found that if a tray is turned over so that there is no restraining edge, it is more difficult to control the path of the ball and it frequently falls off!

What emerges is a series of "splots" in various colours across the classroom floor. The children, not quite believing their luck that their teacher, not only was not reprimanding them but actually encouraging them in their task, set to work with a will. (Obviously this would need to be a playground activity in schools without washable floors.)

Paint-loaded tennis balls were dropped from knee level, waist level, shoulder level, head level and standing on tip toe on a table level and, although the sizes and the number of splots varied, they all had certain characteristics in common. The first splot was large, the second was smaller, the third was smaller still. The third was closer to the second than the second was to the first, and so on along the path of the ball until there was a continuous line of paint (usually disappearing under the piano) where the ball stopped bouncing.

What opportunities there were here for innumerable measuring activities, using such diverse materials as tape measures, rulers, Cuisenaire rods, shoes, handpans, etc. And what problems there were when deciding where the actual measurement should start and finish. Should we begin at the centre of the splot or from the edge? Where did the edge begin? Where did it end? The amount of mathematical, scientific and creative investigation which came from an apparently simple activity was endless, limited only by the amount of time available.

Our investigations took place over a period of several weeks, providing the source for much exciting work, and even then we had by no means exhausted all the possibilities.

Mrs J. Hager was headteacher at Stoke-by-Clare School, Suffolk. She now teaches at St. Gregory and St. Peter First School, Sudbury.

"Look, look it's like magic"



# Fresh offerings

**Pure Mathematics Book 1. By J S Batty.**
Schofield and Sims £4.85. 0 7217 2356 X.

**Pure Mathematics. By T Bridgeman and G R Baldock.**
Longman £5.95. 0 582 29690 0.

**Pure Maths in Practice. By J Holderness.**
Causeway Press £6.50. 0 946183 22 8.

Whatever the eventual distillation from the ferment of examination reorganization, it appears that publishers expect continuing demand for books covering A level mathematics. Each of these three new arrivals has something fresh to offer, and each (especially when used in class with a competent teacher) should be of great assistance to potential candidates.

Miss Batty states that her pair of books (the second part is promised soon) provide a "reasonably straightforward text" covering the Joint Matriculation Board's syllabus for Pure Mathematics 1. This, of course, includes the generally accepted common core, so that the books should suffice for virtually all the requirements of other Boards.

The text may be straightforward, and could indeed be regarded as conventional in content and approach. The quality of the implicit teaching, and the efficient presentation of examples, exercises and solutions, represent a much above average product.

It is interesting that an author's note includes an acknowledgement of help from Dr Baldock, who was associated with Miss Batty in compilations of questions from past papers, for Dr Baldock is co-author of a volume in the series of Longman's exam guides.

These guides encourage study, direct application towards the most effective routes to examination success and provide "an armoury of precautions against . . . pitfalls and errors". In the case of mathematics, the process is largely one of association of a brief recapitulation of key facts with a multitude of worked examples. The examples are partly illustrative of the principles involved in each section, and partly selections from past papers together with very full solutions and, often, a helpful commentary. A chapter on examination techniques contains much good sense.

The third book also makes a sensible approach to the subject. Once again all the common core topics are fully dealt with. There are other sections on complex numbers, differential equations and coordinate geometry-like whole suffices to complete JMB, AEB and Southern Board requirements.

Interspersed between the chapters of standard work (very brief text, checklists of formulae or rules rather than derivations or lengthy expositions) and the many exercises are pages of advice to candidates. How to plan one's work, to gain confidence, to memorize essentials, and to cope in the examination room, are typical themes.

**F W Kellaway**



EXTRA

# Model maths

**Motivating A level mathematics. £12.50 019853653 4 Realistic Applications in Mechanics £12.50 019853654 2 Decision Mathematics £9.00 074580078 The Spode Group**

These three books are wholly welcome. They are the latest publications from the Spode Group, a group of mathematical modellers from secondary schools and higher education. The group develops its material at weekend working meetings at the Dominican Priory at Spode, Staffordshire under the leadership of Prof David Burghes of Exeter University. The present books are concerned with applications in A level mathematics. This is an area which has largely been ignored in recent years, and there is no general consensus as yet as to what "A level applied" ought to be like in the future. Although the "applied equals mechanics" school of thought is now less prevalent, the question remains open of whether applied should include both mechanics *and* statistics, and whether other applications areas might be appropriate as well as, or instead of, these.

The first two books, *Motivating A level Mathematics* and *Realistic Applications in Mechanics* are both concerned with revitalizing standard areas of A level content. Both are directed at teachers as source books, and very helpfully, reproduction permission is freely given for class use of individual pages. Both are brimfull with stimulating ideas, and any A level teachers tackling integration by parts for the nth time on auto-pilot will find a lot of new ideas here to get their teeth into. There is some overlap in content between the books, but both would be good to have (providing you can afford them). *Motivating A level Mathematics* is in four sections: Functions, Calculus, Mechanics and Probability-and-Statistics. Typical topics include "Party representation" and "Scree slopes" (Functions), "Carbon dating" and "Drug absorption" (Calculus), "The tennis service" (Mechanics) and "Intelligence Quotients" (Probability-and-Statistics). Some of the topics, eg "Party representation" and "IQ" might even stimulate teachers and pupils to some critical discussion of the social implications of these analyses (eg "should a true 'democracy' have a sigmoidal (non-linear) representation function?" and "What assumptions lie behind definition of IQ?") A generation on, we seem to have made no headway in bridging CP Snow's "Two Cultures"; some of this material perhaps indicates a direction in which we might do so.

One of the strangest things about traditional "applied" (ie mechanics) was that students never actually did any experiments. The recent Leeds University Mechanics Project (described by Julian Williams in the current issue of *Mathematics Teaching* No. 116) has taken this on board, and it is good to see that in *Motivating A Level Mathematics* some experiments are suggested. In the companion text *Realistic Applications in Mechanics* the strange world of smoothness, inelasticity and weightlessness is held at arm's length, and the view espoused that "mechanics should be an interplay between experience and experiment (the real world) on the one hand and fundamental concepts (the mathematical world) on the other." Rather disappointingly, however, no experiments are suggested. Nevertheless the material which revolves around the three topics of Sports, Driving and Further Applications (a miscellany) should again be a very useful teacher's resource. In both books the mathematical level is sometimes rather demanding which might raise problems of timing: teachers using the material will need to exercise some judgements about what can be used when. Both books break new ground for texts at A level by having references to *other books*! This should at least warm the heart of the HMI who produced "Mathematics in the Sixth Form" (1982) who are very critical of this point. No mathematics department which is taking its A level work seriously should be without these two books.

*Decision Mathematics*, which grows out of the same Spode philosophy is however a rather different text: all of the content areas here are foreign to most A level mathematics syllabuses. The simple exception is the new A level mathematics option in "Decision Mathematics" recently developed by the Oxford Local GCE Board, and for which this book has been partly conceived. However, much of this material is currently also studied at undergraduate level, and is essentially *algorithmic mathematics*. The area of content include sorting, packing, linear programming, game theory, graphs and networks, recurrence relations, coding, critical path analysis. These are the mathematical topics which are currently amalgamating (or, at least, being flung together) under the label of "discrete mathematics", and argued to be appropriate to the needs of computer scientists. The algorithms discussed in the text are presented discursively via specific examples. No attempt is made to present a non-language-specific program to represent each algorithm. There is however a suit of programs (which I have not seen) for the BBC Micro to accompany the text which are intended to explain the algorithms and provide a problem-solving package.

The whole text is engagingly written, has ample examples, useful exercises, with answers, and ought thus to make a very useable student text. Spode and the Oxford Board are to be congratulated for this development which, seems to represent the only really innovative thinking about A level mathematics since the emergence of the SMP and MEI projects over 20 years ago. I would venture that much of this non-calculus dependent material could form the basis of an excellent free-standing AS level. Any takers?

**Neil Bibby**

# Terms and concepts

**Maths A = Z. Edited by F J F Horrill. Longman £3.95. 0 582 55588 4.**
**Mathematical Formulae. By S Barnett and T M Cronin. Longman £3.95. 0 582 44758 5.**

The foreword to the first of this pair of reference books states that it is a "guide to the many specialized terms used in modern mathematics" and that it "contains explanations of over 1,000 terms and concepts encountered in public examinations.

Both these phrases strike one as a little curious. Why select terms met in examinations, rather than those used in studying the subject? But, given this premise, which examination paper is likely to contain the first word listed (which is abacus) or the names of Abel or Bombelli, or Henry Briggs (all in the first 14 pages)?

Again, the expression modern mathematics is normally associated with topics only relatively recently introduced to the school curriculum. (The description "all sets and transformations" has been pithily, if unkindly, applied). Those particular terms are included, but so are many which date examinations back even further. Thus circumference, common factor, compasses (a pair of), concave, cone, congruent, converse, cosine and cube all appear, as do correspondingly simple expressions under most other letters of the alphabet.

Whether the brief elucidations under each heading are sufficient to satisfy the enquirer whose knowledge is so scanty as to require them is open to doubt. In fact, the whole compilation seems to miss any probable target.

On the other side of the coin, however, the assemblage of mathematical formulae is triumphful. It is already an established success. Now in a fourth edition, it is substantially revised and extended. The compact, yet widely-ranging, presentation of reference material is exactly what is required by engineering and science students. Useful statistical tables have replaced the logarithmic tables found in former editions. All the earlier algebra and trigonometry, geometry and calculus remains, but with considerable additions. The whole retains its air of authoritative utility and is completely first-class.

**F W Kellaway**

# Nesting

**SMP 11–16, book B2.**
Cambridge University Press. £2.95. 0521 316380

This 124-page book is the second of the blue series of this course and is aimed at the intermediate level of ability. As with the yellow series (for the most able) and the green series, the text presupposes that pupils will have met the work contained in levels 1–4 of SMP. The syllabuses for the three series are "nested" in that the syllabus for the green series, which is essentially the Cockcroft foundation list is included in that of the B series which in turn is included in that of the Y series.

The book is written for class use with its end points related to a common 16-plus assessment scheme currently being developed. Books in the blue series are designed to make provision for the late developer and this coupled with the syllabus nesting allows pupils to move up to another series while ensuring that the work already done is not wasted.

The text is clearly presented in a two-colour full-page format and includes excellent photographs and illustrations. The content offers a wide spread of mathematical activities, though I was disappointed to see that the use of a calculator was presented as a separate chapter and not integrated throughout. Likewise I would have preferred to have seen "investigations" integrated throughout and not separated out into two separate and distinct sections of work.

This text is an excellent addition to the SMP scheme and can be considered for pupils entering the scheme at 13-plus following the use of the planned transition books for those who have not worked through SMP levels 1–4.

**Peter Connah**

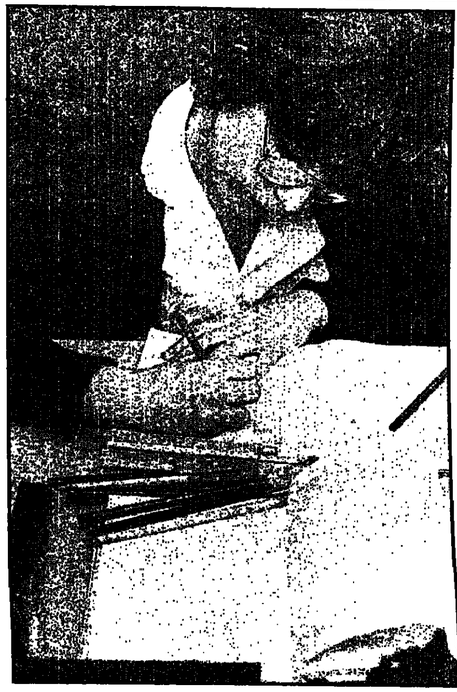


Photo: Sally & Richard Greenhill

EXTRA

Evaluating mathematical learning

Photo: David Sunderland

# Making tracks

**DAVID PLAYFOOT**

Friday morning in a classroom of 10-year-olds; time for some peace and quiet; time for the maths test.

"Put down numbers one to ten. I shall say each question twice so don't worry if you miss it the first time! Remember, if you get them all right you get a star on the chart – so try hard and concentrate!".

One method of evaluating maths.

I saw another at a friend's house recently; she was marking a set of examination papers as part of the assessment of some 12-year-old middle school children and the ticks and crosses were flying fast and furious.

"Do the results tell you much you didn't know?" I asked.

"Not really," she said.

What this type of marking does is to make the assumption that the written symbol, often perceived as the final product of the child's thinking, will enable the teacher to make some meaningful evaluation of mathematical understanding. For some time now I've had some real doubts about the effectiveness of such methods to do that.

The two examples above are, of course, at the most formal end of the evaluative continuum but they represent much of what passes for assessment in maths in both primary and secondary schools. We work in these ways for a number of reasons, some good and some not so good.

First, they are a way of testing children's knowledge; if a child successfully solves an equation we can assume she has mastered the skill inherent in that operation. Second, they can confirm or deny our own professional judgement of our pupils. Third, such methods of testing do give us a relatively quiet period on a Friday morning when we need it!

More interesting is the thinking behind these approaches. The way in which teachers evaluate children's progress inevitably reflects their view of the manner in which maths is learnt; from the forms of assessment frequently used at present it would seem that we accept the notion of maths as a series of discrete elements which build one upon another. Almost all published maths material follows this model; the schemes are designed in a hierarchical way, each card or textbook assuming skills and concepts covered in previous books or cards.

To give a practical example, a child acquires the skill of multiplying numbers with three digits by 10 and then moves on to the next step of multiplying numbers with three digits by multiples of 10. Such a pattern obviously helps teachers to organize their work in the classroom but it infers there is only one way in which children can make progress through mathematics. It suggests also that the standard procedures or algorithms defined by maths schemes and/or textbooks are the only acceptable methods of revealing understanding or tackling problems.

I recently came across a notion that challenges this view of maths learning, one which I found articulated and synthesized a number of ideas and methods which had been at the centre of discussions with colleagues over a considerable period; it has been summarized as "making tracks".

It suggests that when children learn the concepts and skills of mathematics they do so not in discrete units but through a process of laying down tracks of understanding which are occasionally laid successfully but which are often laid badly. These tracks remain in the minds of children and often unexplored or unknown by teachers who use conventional evaluation techniques.

I find this image extremely useful in explaining some of the more haphazard ways I have observed when working with children on maths problem-solving. For example, is it clear that some children who are very successful in their maths seem to have made great jumps in their thinking in fact, they have laid a track in a way that has not followed the traditional pattern or the scheme sequence; they changed rails at a set of points back down the line somewhere and I missed it!

The key question is "How does one recognize the tracks being laid down in order that some sort meaningful intervention can take place?" Certainly the idea of recognizing the tracks from such things as homework, tables tests or written examinations is a non-starter; the very individual nature of the track laying makes any blanket approach inappropriate.

As so often in education I find the genesis of the answer in the infant classroom; unhampered by the nagging obsession to have a written product the infant teacher frequently discusses with her pupils the processes she has observed. This is an evaluative tool of immense value to teachers at whatever stage of education; of course, it needs structure and in pedagogic terms it requires an organization that recognizes the value of the group. The other vital element is our old friend "practical apparatus"; it does strike me as bizarre that the Cockcroft message concerning the importance of practical work is everywhere accepted but in so many schools is still only hot air in the staffroom.

The danger here is that teachers of older children (and I include those teaching sixth formers) fail to see that, even when children are working with symbolic representation, discursive evaluation is the key way to recognizing the tracks. The Infant teacher's model is applicable across the board.

It is the process by which children arrive at their answers which give us the crucial clues as to their thinking and it is only by observing them and talking with them as they work that we can help them lay tracks which lead in the right direction.

Interestingly enough the new GCSE examination will have elements of practical and discussion work in it and only recently *The TES* reported on tentative proposals for changes at A level which would include a discursive in-put. Maybe the rumble of the train is coming from the secondary terminal instead of the infant and junior stations. Either way it's a welcome sound!

David Playfoot, is headteacher, Uplands Middle School, Sudbury, Suffolk.



# NAMA: Initiatives

**DAVID KENT**

The National Association of Mathematics Advisers (NAMA) came into being during the year 1974. For this we can thank the pioneer work of a few people, but in particular Stewart Friis, who for many years subsequently oversaw the Association from his position as secretary/treasurer.

As an Association with membership restricted to those holding posts as l.e.a. advisers or inspectors, NAMA will never be numerically large. But given that its members are the people responsible for the formation and implementation of l.e.a. policies on mathematics education, it is one of some considerable potential and influence.

At present there are many issues facing mathematics education. It is difficult to put these in any order of priority or importance, although it is true to say that matters relating to the implementation of GCSE are the most urgent. No matter how urgent or important the issue, it is certain that NAMA will be involved in some way or other.

NAMA brings together advisers and inspectors from all over the country. Its fundamental aim is to seek ways of improving the quality of the mathematical experience offered to pupils.

The main focal point for the working of the Association is the annual conference, usually held in early to mid March at the Abbey Hotel, Malvern. It is here that members meet to formulate the Association's practices and policies through members' contributions, policy workshops, working groups and the AGM. For the 1987 conference the working groups will be focusing attention on Profiling, Micros and Mathematics, Implications of GCSE for continuity in Mathematics 14–19, Primary Issues and the very topical New Inset Procedures.

With GCSE being so much in the forefront of everyone's mind, NAMA have built the 1987 conference around the theme of Assessment. A number of speakers, who may be advisers, lecturers or practising teachers, will make contributions on a range of topics. These will include Assessment at both secondary and primary level, resourcing for GCSE and oral and practical assessment.

For many people mathematics is about doing sums and assessing it is about getting them right or wrong. To remind us that there is far more to our subject than this narrow view, the scene will be set by a philosophical introduction on the nature of mathematics from John Mason of the Open University. His contribution will be supplemented by a workshop organized by John Dodridge (Cheshire l.e.a.). There will also be the usual exhibition of books, software and other resources.

The theme of the conference and the content of the working groups often define some of the current concerns and directions of work for the Association. In recent years the working groups have focused attention on such matters as Alternative Forms of Assessment at 16-plus, the shortage of mathematics teachers, mathematics and pre-vocational courses, microcomputers, ESG advisory teachers and National Criteria. When appropriate the views of the working group and those of the Association are made known to the appropriate bodies.

Responding to DES and other initiatives is another area of NAMA work. Recent responses have included Review of Advisory Services, National Criteria, the *Mathematics from 5 - 16* document and Attainment Targets and Assessment in Mathematics in Primary Schools. We are also currently preparing our response to the paper on the shortage of teachers in our subject.

We would like to think that there are occasions when our response to various initiatives has helped to make people aware of possible dangers. Recently, for instance, there has been a good deal said on attainment targets in primary mathematics. Statements such as: "by the age of 11 children should" may be well intended, but they can be counter productive. At best they tend to encourage rote learning and at worst they can force teachers to offer inappropriate work to pupils.

Another area of work for the Association is to serve on the various committees engaged in the field of mathematics education. Currently these include Joint Mathematics Council, Standing Conference of Associations concerned with Mathematics Education in schools, SEC Mathematics Committee and the Consultative group on Mathematical Education. And of course, first through Alistair MacIntosh and then Peter Reynolds NAMA was represented on the Cockcroft Committee.

Affiliated to the main Association are a number of regional groups. They regular meetings provide a forum for ideas and discussion on local issues. In some cases the regional groups develop shared in-service courses which cut across l.e.a. boundaries, thus providing teachers with an additional experience.

Since its inception, NAMA has grown considerably. We hope that this short article adequately describes our current position. We hope also to keep all educationists informed about developments within NAMA. Any enquiries about the Association should be made to our secretary Arthur Hanley, Inspectorate Branch, Education Dept., Northampton House, Northampton NN1 2HX.

# All girls

**Girls into Maths Can Go. Edited by L Burton. Holt, Rinehart and Winston. £5.95. 0 03 910687 X.**

This book, "conceived as support to an in-service pack entitled *Girls into Maths*, which has been jointly developed by the Inner London Education Authority and the Open University" is heavily documented.

Yet the very extent of the writings shows what a problem the subject has become for a great many girls. Whether the cause is genuinely one of sex differences, or of attitudes and pre-conceived notions, or of the varying career expectations of boys and girls, constitutes just one aspect of the debate.

Even the sex discrimination act gets an airing in one contribution to this review of research, prejudice and possibilities. The act takes its place in the index alongside sex-stereotyping, an item which recurs in many of the papers. One conclusion is that given appropriate motivation, girls can do well at mathematics. In other words, they can if they want to.

**F W Kellaway**

# System

**Mathematics in Action Book 1. By Mathematics in Action Group. Blackie and Chambers £4.50.**

This is the first book of a series of pupil books, teachers books, answer books and related assessment materials designed to cover the content of the new GCSE and Scottish Standard Grade syllabuses. The aim of the course is to offer teachers a clearly organized system while at the same time providing interesting, relevant and exciting mathematics for pupils of all abilities.

The book is well presented in a full-page format using two colours and incorporates numerous illustrations and diagrams throughout. The language used is refreshingly informal and lively which will encourage pupils to become involved in the investigations.

The text attempts to take into account of the philosophy and recommendations of the Cockcroft Report and the Scottish Joint Working Party Report by assuming the use of calculators throughout and by integration of investigations, puzzles and brainteasers wherever relevant.

*Peter Crough*



# Classified Advertisements

## Index to Appointments vacant, Wanted and other classifications



**Please address classified advertisements to: John Ledbrook, The Advertisement Manager, The Times Educational Supplement, Priory House, St. John's Lane, London EC1M 4BX.**
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## Nursery Education

### Other Appointments

**AVON COUNTY**
BLACKHORSE COUNTY PRIMARY SCHOOL
Downend, Bristol BS16 6UR
Required from 1st January 1987, an experienced enthusiastic and caring Nursery teacher to establish a new nursery class.
Further details from and letters of application to the Headteacher immediately giving full C.V. and names and addresses of two referees.
Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (35567) 100026

**BEDFORDSHIRE**
EDUCATION SERVICE
ST MARGARET DE PORRES INFANT SCHOOL
Leagrave Way, Luton, Beds. LU4 0QG
Required for January 1987, a Nursery teacher. Scale 1.
Applications from Catholic teachers preferred.
Application forms available Headmistress, returnable to the Equal Opportunities Employer. (33790) 100026

**DEVON COUNTY COUNCIL**
Please see under "Appointments Vacant" Nursery Education. 100026

**ESSEX**
KINGSWOOD INFANT SCHOOL
Clay Hill Road, Basildon SS15 5DE
Tel: Basildon 20840
(Roll 193)
NURSERY TEACHER Scale 1 £3892 p.a.
Required January, enthusiastic teacher, preferably with nursery training/experience for recently opened nursery unit attached to infant school.
Relocation expenses payable in approved cases.
Send S.A.E. to Headteacher for application form (foolscap s.a.e. please). (32532) 100026

**HERTFORDSHIRE**
NEVELLS ROAD NURSERY SCHOOL
Nevells Road, Letchworth, Herts. SG6 4TS
Tel: Letchworth 684813
Head: Mrs M.J. Flowers
NURSERY TEACHER (Scale 1)
Required for January 1987. Visits to the school are welcome, please telephone first.
Applications in writing to the Headteacher enclosing s.a.e. please. (33193) 100026

**HERTFORDSHIRE**
ST. JOHN'S (CE) JMI SCHOOL
Hertford Road, Digswell, Welwyn AL6 0BX
Required from January 1987, a Nursery teacher for this 30 place nursery, mornings only.
The successful candidate will be responsible for activities and curriculum of the nursery, but liaison with reception class teachers essential. Two nursery nurses assist. The Nursery has its own attractive purpose-built premises.
Please apply in writing to the Headteacher as soon as possible. Further details may be given on request.
Application forms available from the Head, at the School. (33781) 100026

**HUMBERSIDE**
EDUCATION COMMITTEE
GRIMSBY DIVISION
STRAND FIRST SCHOOL
Albion Street, Grimsby DN32 7DL
Required for January 1987, ENTHUSIASTIC NURSERY TEACHER SCALE 1 for this 60 place unit.
Application forms obtainable from the Divisional Education Office, Eleanor Street, Grimsby (on receipt of S.A.E.) should be returned to the Head Teacher at the school by 20th October, 1986. (33406) 100026

**BEDFORDSHIRE**
EDUCATION SERVICE
CRAWNHURST LOWER SCHOOL
High Street, Cravenhurst, Bedford MK45 4HY
Required for January 1987.
Group 1.
Estimated number on roll: 25 children aged 5-9 years.
Application forms and further details from the Chief Education Officer, County Hall, Bedford on receipt of a stamped addressed envelope.
Closing date: 24 October 1986.
An Equal Opportunities Employer. (32522) 110010

## Primary School Education

### Headships

**BARNET**
LONDON BOROUGH
REQUIRED JANUARY 1987
ST. JOSEPH'S R.C. INFANT SCHOOL
Watford Way, Hendon, NW4 4TJ
Tel: 01-202 9852
Roll 315
HEAD TEACHER - GROUP 4
Applications are invited from suitably qualified experienced Roman Catholic teachers for the post of Head Teacher. Catholic Teachers Certificate or equivalent preferred. Visits welcomed.
Removal expenses and separation allowance available.
Application forms (S.A.E.) obtainable from the Director of Educational Services, Friern Barnet Town Hall, Friern Barnet, N11 3DL, and returnable to the Clerk to the Governors c/o the school by 21st October, 1986. (35222) 110010, (35223) 110010, (35224) 110010, (110047)

**BURY**
METROPOLITAN BOROUGH OF BURY
AN EQUAL OPPORTUNITY EMPLOYER
EDUCATION DEPARTMENT
Head Teacher (Group 4) required for 1st January 1987 at Christ Church C.E. Primary School (Aided), Church Street, Walshaw, Bury BL8 3AX.
Committed Christian essential.
Application forms and further details obtainable from The Director of Education, Education Offices, Athenaeum House, Market Street, Bury BL9 0BN and returnable to The Rev. R. Hope, Christ Church Vicarage, Walshaw, Bury BL8 3AG within 30th October 1986. (35230) 110010, (35231) 110010, (110048)

EDUCATION DEPARTMENT
WEST KENT AREA

## HEADTEACHERS

**Hadlow County Primary School — Group 4 — Summer 1987 Roll Approx. 230**
Required for April 1987, a Head Teacher, for this successful and established Group 4 Primary School serving a large village on the outskirts of Tonbridge.

**Tunbridge Wells, Sherwood Park County Primary School — Group 5 — Roll Approx. 300**
Required for April 1987, or sooner if possible, a Head Teacher for this Group 5 Primary School being formed by the amalgamation of the Sherwood Park Infant and Junior Schools, to provide an enthusiastic and inspiring lead for this exciting development. This is a re-advertisement, previous applicants will automatically be reconsidered.

**Frittenden C.E. (Controlled) Primary School — Group 1 — Roll Approx. 65**
Required for April, 1987 or sooner if possible, a Head Teacher for this Church Controlled Group 1 Primary School serving a small Wealden Village.

Application forms and further details of all three posts from the Area Education Officer (ref: PTSD), 39 Grove Hill Road, Tunbridge Wells, Kent, TN1 1SL (s.a.e. please) to whom they should be returned by the 31 October, 1986.

(92786)

KENT COUNTY COUNCIL

# SURREY COUNTY COUNCIL

* Fringe Area London Allowance £282. p.a. throughout the County
* Temporary housing may be available.
* Generous relocation expenses in approved cases.

## HEADSHIPS

**NEW C/E (AIDED) FIRST AND MIDDLE SCHOOL**
**Redhill**
**Estimated NOR 1 January 1988 320 (including 40 FTE Nursery places)**

HEADTEACHER required for Easter 1987 for this newly formed C/E Aided school which opens in September 1987. The appointee will face an interesting and challenging task as this new Aided school will be formed by the merger of a County First and a County Middle School. The school will accommodate a Nursery and the Middle School will have facilities for up to 20 physically handicapped pupils.
Applicants who are communicant members of the Church of England will be preferred.
Group 6 salary scale £14,751 - £16,236 p.a.
Application form and further details from the Area Education Officer, 123 Blackborough Road, Reigate, RH2 7DD. Telephone Redhill 74166 ext. 4416.
Closing date 24 October 1986.

**BELLFIELDS COUNTY MIDDLE SCHOOL**
**Guildford**
**NOR 189**

HEADTEACHER required January 1987 or as soon as possible thereafter for this Group 4 Middle School.
Salary range £12,720 – £14,175 p.a.
Further details and application form from South-West Area Education Officer, 14 North Street, Guildford, GU1 4AF (sae please)
Closing date 24 October 1986.

(02781)

## ST URSULA'S R.C. JUNIOR SCHOOL
**(Roll 217)**
***Straight Road, Romford RM3 7SJ.***

Applications are invited from practising Roman Catholics for the post of

# Headteacher
## Group 4

from January, 1987, or as soon as possible thereafter.

**Application forms are available (sae please) from the Director of Educational Services (Ref: Staffing/DHT) Mercury House, Mercury Gdns, Romford RM1 3DR.**

Havering

**Closing Date: 24th October 1986.**

(02766)

## OLD CATTON GARRICK GREEN COUNTY FIRST SCHOOL, Norwich
**(Group 4)**

# HEAD

**Further details and application forms may be obtained by sending a foolscap s.a.e. to the County Education Officer, Room 32, County Hall, Norwich NR1 2DL.**
**Closing date for applications 24th October 1986.**

*Norfolk* County Council

## PRIMARY HEADSHIPS
continued

**CHESHIRE**
EDUCATION COMMITTEE
CHURCH LAWTON GATE COUNTY PRIMARY SCHOOL
Cherry Tree Avenue, Church Lawton, Stoke-on-Trent ST7 3EL
N.O.R. JAN 87 140
HEADTEACHER GROUP 4
Required for Summer Term 1987 an imaginative Teacher committed to experience based learning and open curriculum.
Application forms and further details available from:- The District Education Officer, Delamere House, Delamere Street, Crewe CW1 2LL. Tel: Crewe 582117.
Closing date: Monday, 27th October, 1986. (32685) 110010

**DORSET**
HEATHLANDS JUNIOR SCHOOL
Springwater Road, Bournemouth BH11 8EZ
(Age range 8-11)
Required Easter 1987 Head Teacher Group 4.
Details and application forms from the Staffing Officer, Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER on receipt of s.a.e.
Closing date 24th October, 1986. (97875) 110010

**DURHAM**
COUNTY COUNCIL
HEADSHIP
Applications are invited from suitably qualified and experienced teachers for the above post at the following school (post tenable from January, 1987):-
TRIMDON R.C. (AIDED) J & I SCHOOL - Group 4 -
(Applicants should be practising Roman Catholics)
Application forms and further details available from the Director of Education, County Hall, Durham upon receipt of a foolscap stamped addressed envelope to be returned by Wednesday, 22nd October 1986. (33662) 110010

**HAMPSHIRE**
HEATHERBERRIES COUNTY JUNIOR SCHOOL
Reading Road South, Fleet, Hampshire GU13 9BB
Group 6 school
N.O.R. 386
Required for April 1987.
Applications are invited for the post of Head Teacher.
Closing date 27th October 1986.
Application forms and further details are obtainable from the Area Education Officer, Crossways, Boundary Road, Farnborough, Hants. GU14 6SF on receipt of a stamped, addressed envelope. (96881) 110010

**HAMPSHIRE**
WHITEWATER C.E (CONTROLLED) PRIMARY SCHOOL
Rotherwick, Basingstoke RG27 9BG
Group 2 School
N.O.R. 57
Required for April, 1987. Applications are invited for the post of Head Teacher.
Closing date: 27th October, 1986.
Application forms and further details are obtainable from the Area Education Officer, are obtainable from the Area Education Officer, Crossways, Boundary Road, Farnborough, Hants. GU14 6SF on receipt of a stamped, addressed envelope. (32754) 110010

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA
MURSTON COUNTY INFANT SCHOOL
Church Road, Murston, Sittingbourne, Kent ME10 3RU
Appointment of Headteacher Group 3 Roll 130 (Summer Term 1987)
Appointment to take effect from the beginning of the Summer Term 1987.
Application form and further details from the Area Education Officer, Fort Pitt House, New Road, Rochester, Kent (please enclose s.a.e.) to whom they should be returned by 24th October 1986.
Re-advertisement - previous applicants need not re-apply.

EAST KENT AREA
BIOCKAN & PAYNE SMITH C.E. (AIDED) PRIMARY SCHOOL
Broad Street, Canterbury, Kent CT1 2LU
Applications are invited for appointment as a Headteacher of this Group 4 Primary School from April 1987.
Applicants should be practising Christians and preferably be communicant members of the Church of England.
Previous applicants need not re-apply.
Further details and application forms available from the Area Education Officer, 18 Sonning Road, Canterbury, Kent CT2 3LT.

MID KENT AREA
ROBEACK COUNTY JUNIOR SCHOOL
The Street, Ditton, Aylesford, Maidstone ME14 4BL
Head Teacher require with effect from April 1987 for this Junior School.
Application forms and further details from the Area Education Officer, Gatley House, Gatley Park, Hastings Road, Maidstone ME10 2SG, to whom they should be returned by 24th October 1986. (SAE please).
(94278) 110010

**KIRKLEES**
ST. JOSEPH'S RC (A) J I & N SCHOOL
Grasmoor Road, Dalton, Huddersfield HD5 9HU
Ref: 1475
Re-advertisement
Applications are invited from suitably experienced teachers for the Headship (designated of this Group 5 school which will cater for the age range 3-11 years. The appointment which will be initially to St. Joseph's R.C. (A) Junior School will date from January 1987, with a view to amalgamation of the Junior and Infant Schools in April 1987.
The successful candidate will be a practising member of the Roman Catholic Church.
Previous applicants will be automatically considered.
Application forms & further details (s.a.e.s. please) from the Director of Educational Services (Ref PT) Oldgate House, 2 Oldgate, Huddersfield HD1 6QW to whom completed forms should be returned within 14 days of this advertisement.
An Equal Opportunity Employer. (33288) 110010

**LANCASHIRE**
COUNTY COUNCIL
An Equal Opportunities employer
PRIMARY SCHOOLS
FLEETWOOD FLAKEFLEET CP SCHOOL
Fleetwood
(207 on Roll + 30 Nursery places)
Required 1st January, 1987, or as soon as possible.
HEADTEACHER GROUP 4.
BLACKBURN SHADSWORTH COUNTY INFANT
Blackburn
(306 on Roll, mixed 3-7)
Required 1st January, 1987, or as soon as possible afterwards.
HEADTEACHER GROUP 4.
FOR BOTH POSTS, for application form and addresses to whom completed forms should be sent, send SAE (foolscap) to Chief Education Officer, P.O. Box 61, County Hall, Preston PR1 8RJ.
Closing date: 23rd October, 1986. (33671) 110010

**NORTH YORKSHIRE**
HEADSHIPS
Suitably qualified and experienced teachers required for
EGTON BRIDGE ST HEDDA'S R.C. PRIMARY SCHOOL
Nr. Whitby
(Group 1)
GIGGLESWICK CP SCHOOL
Nr. Settle
(Group 1)
LOW BENTHAM CP SCHOOL
Bentham, Lancaster
(Group 1)
NORTH STAINLEY CE PRIMARY SCHOOL
Nr. Ripon
(Group 1)
RE-ADVERTISEMENT
GLAISDALE CP SCHOOL
Nr. Whitby
(Group 1)
GLUSBURN CP SCHOOL
Nr. Keighley
(Group 5)
WOMERSLEY CE PRIMARY SCHOOL
Doncaster
(Group 1)
Previous applicants reconsidered unless they write to the contrary
Application forms, returnable 24.10.86, and details from County Education Officer, County Hall, Northallerton DL7 8AE (sae please).
(33810) 110010

**ROCHDALE**
ST. JOHN FISHER R.C. PRIMARY SCHOOL
Stannycliff Lane, Middleton
Required from April 1987
HEADTEACHER
Burgham Group 3, N.O.R. 265
Upon the retirement of the present Headteacher the Governors wish to appoint a person with wide experience in a senior role to this demanding post. The person appointed will be a practising Catholic and hold the Catholic Teaching Certificate.
Further details and Application forms available from Chief Education Officer, Municipal Offices, Smith Street, Rochdale, upon receipt of a S.A.E. Completed Applications to be returned to Mr. Barrett, 50 Summerfield Drive, Middleton, Manchester M24 2WW - not later than 28th October 1986. (33901) 110010

**NORTH YORKSHIRE**
AMOTHERBY COUNTY PRIMARY
(Group 3)
HEADSHIP
Qualified and experienced teacher required.
Send sae for application form, returnable 24.10.86, and details to County Education Officer, County Hall, Northallerton DL7 8AE. (12924) 110010

**SUNDERLAND**
BOROUGH OF SUNDERLAND EDUCATION DEPARTMENT HIGH USWORTH INFANT SCHOOL
(Group 4)
Required for January, 1987, or as soon as possible thereafter:-
HEADTEACHER (GROUP 4).
Application forms, details of Education, The Director of Education, P.O. Box 101, Town Hall & Civic Centre, Sunderland SR2 7DN, on receipt of a stamped addressed envelope to be returned by 24th October, 1986. (33652) 110010

METROPOLITAN BOROUGH OF Rochdale
An Equal Opportunity Employer

**An equal opportunity employer**

## ST JOHN FISHER RC PRIMARY SCHOOL
## STANNYCLIFFE LANE, MIDDLETON, MANCHESTER
# HEADTEACHER – BURNHAM GROUP 5
**£13785-£15243**

Required from April 1987.
Number on roll 265.
On the retirement of the present holder, the Governors seek to appoint a well qualified and widely experienced person for this demanding post. The person appointed must be a practising Catholic and hold the Catholic Teaching Certificate.
**Application forms and further details available from the Chief Education Officer, Municipal Offices, Smith Street, Rochdale OL16 1YD, on receipt of a sae. Completed applications to be returned to Rev Fr A Barrett, 50 Summerfield Drive, Middleton M24 2WW to be received not later than 29 October 1986.**

(02793)

Education
## Head Teacher
A qualified Teacher is required. The vacancy is created by appointment of the present Head Teacher to a Headship with another Authority. Vacant 1 January 1987.
Group 4
Kirkby-In-Ashfield Greenwood Primary School
Sutton Middle Lane
Kirkby-In-Ashfield
Nottingham
NG17 8FX
Roll: 213
**Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, at County Hall. Closing date 24 October. Please quote ref. S28.**
*An Equal Opportunity Employer.*

Nottinghamshire County Council
County Hall · West Bridgford
Nottingham NG2 7QP

# HEADTEACHER
Required from April 1987.
Applications are invited from suitably qualified teachers for the following Headship
**Clavering County Primary School (Group 3) Manuden Road, Clavering, Saffron Walden**
Relocation allowance payable in appropriate cases.
Please send foolscap s.a.e. for form and details to:– County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex CM1 1LD.
Closing date 31st October, 1986.

ESSEX County Council



## PRIMARY HEADSHIPS
continued

**WALSALL**
METROPOLITAN BOROUGH COUNCIL
HEADTEACHER (Group 5)
ST. CHARLES J.M.I. SCHOOL
Wilkes Avenue, Bentley, Walsall, West Midlands WS2 0JN
Applications are invited for the post of Headteacher of this school which has 286 pupils on roll and 52 children in the nursery. Applicants must be committed to candidates with headship experience. This school which was constructed in the 1950's is located in a high density area and is easily accessible to the M6 motorway. It serves a community consisting of mainly post-war council housing.
Further details and an application form may be obtained from the Director of Education, Education Department, Civic Centre, Darwall Street, Walsall, West Midlands WS1 1DG on receipt of an S.A.E.
Closing date for receipt of applications 30th October, 1986.
Walsall is an Equal Opportunity Employer. 110010 (33489)

## Deputy Headships
## Second Masters/ Mistresses

**AVON COUNTY**
WANSDYKE PRIMARY SCHOOL
Oldfield Park Junior School, Whitchurch, Bristol BS14 0QU
Required from 1st January 1987, or as soon as possible.
An experienced and enthusiastic teacher who feels able to work with any age group in the school and who is ready to take responsibility for developing their own and the children's potential is required. Please state particular interests.
Further details from and letters of application to the Headteacher immediately (Tel: Bristol 835651) giving full cv and names and addresses of two referees, enclosing sae.
Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (33560) 110010

**LONDON**
ST. MARY'S BRYANSTON SQ. C.E. PRIMARY SCHOOL
Enford Street W1H 1DL
Tel: 01-262 4233
Deputy Headteacher required for (this Group 4 Voluntary aided School. Practising communicants of the Church of England preferred. Visits essential.
Application forms and information from the School. Closing date: 24th October. (33508) 110012

**NORFOLK**
COUNTY COUNCIL
MORLEY C.E.V.A. PRIMARY SCHOOL
Deopham Road, Morley, Wymondham NR18 9TS
DEPUTY HEAD GROUP 2
Required from Easter 1987. Applicants should be interested in the aims and ethos of a Church of England School.
Forms from Central Area Education Office, Gladstone House, 36 St. Giles Street, Norwich NR2 1TS (SAE please).
Completed forms should be returned to: Canon M. C. Burrell, Diocesan Council for Education, The Close, Norwich NR1 4DU.
Closing date 24th October, 1986. (97886) 110012

**NORTH YORKSHIRE**
COLBURN CP SCHOOL
(Group 5)
DEPUTY HEADTEACHER
Experienced teacher required from Jan. '87. State curricular interests and strengths.
Application forms, returnable 24.10.86, from County Education Officer, County Hall, Northallerton DL7 8AE (sae please). (33607) 110012

**SHROPSHIRE**
KINNERLEY CE PRIMARY SCHOOL
Oswestry, Shropshire SY10 8DF
Tel: Knockin 289
Required for January, 1987. Permanent, Full-time Desc. Head Gp. 3 Teacher of Infant/Lower Juniors.
The successful candidate will be expected to play an active role in the development of a broad curriculum based upon a direct experience approach.
Please state strengths.
Application form and details from the Head to be returned by 24th October, 1986. (S.A.E. required). 110014

**HEREFORD AND WORCESTER**
COUNTY COUNCIL
MALVERN LINK C.E. PRIMARY SCHOOL
Cromwell Road, Malvern, Worcs. WR14 1NA
Required from January 1987, Deputy Headteacher for this Group 5 school.
Regular communicant member of the Church of England.
Further details and application forms from Headmaster at the school. (33410) 110012

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
OAKFIELD CP JUNIOR SCHOOL
Oakfield Lane, Dartford, Kent
Enthusiastic teacher required as Deputy Head of this Group 5 school from January 1987 (or Easter). The successful candidate will be expected to make a major contribution to curriculum development and policy making within the school. (London Fringe Allowance payable).
Details and application forms from the Area Education Officer, 152 Windmill Street, Gravesend, Kent. Tel: Gravesend 7470).
Possibility of help with temporary housing in approved cases.

NORTH KENT AREA
HEMPSTEAD CP SCHOOL
(Junior Department)
Hempstead, Gillingham ME7 3QG
Applications are invited for the post of Deputy Headteacher of this Group 5 School.
Further details available from the Head Teacher to whom completed application forms should be returned by 24th October.

SOUTH KENT AREA
ST MARTIN'S CP SCHOOL
Markland Road, Dover
DEPUTY HEADTEACHER required for Easter 1987
An experienced and enthusiastic teacher committed to child centred education is required at this Group 4 School.
Application form and further particulars available from the Headteacher to whom applications should be returned by 24th October 1986. (S.A.E. please). (33480) 110012

**LONDON**
ST. MARY'S BRYANSTON SQ. C.E. PRIMARY SCHOOL
Enford Street W1H 1DL
Tel: 01-262 4233
Deputy Headteacher required for (this Group 4 Voluntary aided School. Practising communicants of the Church of England preferred. Visits essential.
Application forms and information from the Headteacher to whom applications should be returned by 24th October 1986. (S.A.E. please). (33480) 110012

**BOLTON**
METROPOLITAN BOROUGH
ARCADIA COUNTY PRIMARY (AIDED) PRIMARY SCHOOL
Chorley Road, Westhoughton, Bolton BL5 3SS
DEPUTY HEAD TEACHER, GROUP 4
Required from 1.1.87. The Governors invite applications from committed Roman Catholic Teachers with appropriate qualifications and experience.
Application forms and further particulars available from Director of Education and Arts, P.O. Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW. Completed applications to be returned to Rev. Fr. J. Quinlan, Sacred Heart Rectory, Lord Street, Westhoughton, Bolton BL5 3BE by 22nd October 1986. (33578) 110012

**ESSEX**
RIVERSIDE COUNTY JUNIOR SCHOOL
Very Road, Rullbridge, Rochford SS6 6NU
Tel: Southend-on-Sea 250911
(Roll 280)
DEPUTY HEADTEACHER.
Group 4
Challenging, exciting post. Centre interest fully integrated approach. Rich environment. Opportunity advancement. Headship. High calibre applicants please. Closing date: Friday 26th September, 1986.
Further details, application form, direct from Headteacher at school (foolscap s.a.e. please).

HATFIELD PEVEREL COUNTY INFANTS SCHOOL
Church Road, Hatfield Peverel, Chelmsford
Tel: 0245 380320
(Roll 165)
DEPUTY HEADTEACHER
Group 3
Experienced and enthusiastic teacher required to lead in curriculum development and to take responsibility for school management.
Closing date 24th October 1986.
Application form and further details available from (stamped s.a.e.) North West Area Education Office, Approach House, Station Road, Witham, Essex CM8 2QA to whom completed forms should be returned.
Previous applicants will be considered.

ST JOSEPHS R.C. PRIMARY SCHOOL
Trinity Square, South Woodham Ferrers CM3 5JK
(Roll 133 Nursery 48 18 hrs)
Re-advertisement
DEPUTY HEADTEACHER
Group 3
Required January or April 1987. Practising and experienced teacher. Applicants must be practising catholics who can contribute to curriculum development in upper or junior age range.
Closing Date 24th October
Application forms and further details available from and returnable to Mid Essex Area Education Office, Applications Officer, County Hall, Chelmsford, Essex CM1 1LX.
Tel: 0245 352500 (24 hrs) 110014

## Heads of Department

**BUCKINGHAMSHIRE**
MILTON KEYNES AREA
Equal Opportunity Employer
GIFFARD PARK COUNTY COMBINED SCHOOL
Broadway Avenue, Giffard Park, Milton Keynes MK14 5PY
Required from January 1987 or earlier if possible, a Head of Department (MLD). Scale 2. This school offers an exciting opportunity to initiate and develop an integrated provision for children with moderate learning difficulties within this newly opened 8-13 primary school. Applicants should have relevant experience in special/remedial education and mainstream primary.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Headteacher, R.A.G. Morgan, B.Ed., on receipt of a foolscap stamped addressed envelope.
Closing date: 31st October, 1986. (33550) 110016

**CAMBRIDGESHIRE**
(Equal Opportunity Employer)
BAR HILL COMMUNITY PRIMARY SCHOOL
Required from April 1987 Head of Infant Department (Scale 2) in this Group 5 Community Primary School.
Further details and application form from Headteacher, Bar Hill, Cambridge CB3 8DY (s.a.e. please). Previous applicants will be considered. (33529) 110016

**STOCKPORT**
Required from January 1987 DEPUTY HEADTEACHER Group 4, N.O.R. 5035
NEVILL ROAD INFANT SCHOOL
Nevill Road, Bramhall, Stockport SK7 3EP
Tel: 061-439 4817
A suitably qualified and experienced teacher required. Applicants should have considerable experience in the teaching of infant children and an ability to lead in a curriculum area. They should state their philosophy of primary education and their particular curricular interests.
Application forms available from The Director of Education, Town Hall, Stockport SK1 3XE. (Tel: 061-480 4949, Ext. 3813) and returnable to the Headtencher at the school, quoting reference by 24th October 1986.
Stockport is an Equal Opportunities Employer. (33706) 110016

**SUNDERLAND**
BOROUGH OF SUNDERLAND EDUCATION DEPARTMENT VALLEY ROAD JUNIOR SCHOOL
(Group 4)
Required for January, 1987, or as soon as possible thereafter:-
DEPUTY HEADTEACHER (GROUP 4).
This is a re-advertisement and previous applicants will be considered without re-applying.
Application forms are obtainable from the Director of Education, P.O. Box 101, Town Hall & Civic Centre, Sunderland SR2 7DN, on receipt of a stamped addressed envelope to be returned to him by 24th October, 1986. (33658) 110016

**WEST SUSSEX**
BROADFIELD NORTH FIRST & MIDDLE SCHOOL
Seymour Road, Broadfield, Crawley, Rx.
Required by start of Summer Term, 1987 or earlier if possible, Deputy Headteacher for the Group 4 First & Middle School. It is essential that applicants should have good leadership qualities and sound practical knowledge of the requirements of primary education today.
Application forms and further details from Area Education Officer, Geoffa Park House, Horsham Road, Crawley, Sussex.
Closing date: 3rd November, 1986. (33572) 110012

## Scale 2 Posts and above

**AVON COUNTY**
WHITEHALL COUNTY PRIMARY SCHOOL
Johnson Road, Whitehall, Bristol BS5 9AT
Required from 1st September, 1986, an experienced teacher (Scale 3) to co-ordinate and develop the work of the infant classes within the school. The successful applicant will be energetic and enthusiastic and will be expected to take a leading role in curriculum development.
Further details from and letters of application to the Headteacher, Mrs. J. Harriamon. Tel: Bristol 553534, giving full c.v. and names and addresses of two referees, enclosing s.a.e.
Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (33554) 110020

**AVON COUNTY**
CHERRY GARDEN PRIMARY SCHOOL
Cherry Gardens Lane, Sitton, Bristol BS13 8JH
Required from 27th April 1987, an experienced, efficient and imaginative teacher to take charge of a Top Infant Class. The post carries with it responsibility for musical development throughout the school. A skilled pianist is required and an interest in recorder and percussion is also desirable. Scale 2 for suitable applicant.
Further details from and letters of application to the Headteacher immediately giving full cv and names and addresses of two referees, enclosing sae.
Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (33561) 110020

**AVON COUNTY**
WESTON PARK PRIMARY SCHOOL
Lone Cross, Lawrence Weston, Bristol BS11 0LY
Required from 1st January 1987, applications from suitably qualified teachers for the post of support teacher at this school. Initiative responsibility will be a small group of infant children with special educational needs. This is a new area of responsibility within the school which will involve close liaison with parents and outside agencies. Experience in a nurturing situation or a qualification in Special Education would be an advantage. Scale 2.
Further details from and letters of application to the Headteacher immediately giving full cv and names and addresses of two referees, enclosing sae.
Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (33562) 110020

**AVON COUNTY**
RE-ADVERTISEMENT
CABOT PRIMARY SCHOOL
Halston Drive, St Pauls, Bristol BS2 9JE
Required from 1st January 1987, a teacher of lower juniors (Scale 3) to be responsible for language development throughout the school age range. Knowledge of bilingualism/Afro-Caribbean dialects would be an advantage. The school is committed to anti-racism and equal opportunities and the governors would positively welcome application from black candidates as they are under-represented in the school.
Further details from and letters of application to the Headteacher returnable by 24th October 1986, giving full cv and names and addresses of two referees enclosing sae.
Avon is an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (33561) 110020

**WEST GLAMORGAN**
County Council
Education Department
# PRIMARY DEPUTY HEADSHIP
Applications are invited for the following post to commence in January 1987, or earlier where possible.
**Ysgol Gynradd Gymraeg Pontardawe**
High Street, Pontardawe, Swansea.
(Mixed) 205 + Nursery on Roll (Age Range 4-11)
**Deputy Headteacher** for this Group 4 School.
(Post Ref: 2.22.89).
Application forms and further particulars for the above post are available on receipt of a large stamped addressed envelope from the Director of Education, Personnel Section, West Glamorgan County Council, County Hall, Swansea SA1 3SN.
The CLOSING DATE for receipt of completed applications is THURSDAY, 23RD OCTOBER, 1986.
John Beale
Director of Education
(02716)

**BARNET**
LONDON BOROUGH
REQUIRED JANUARY 1987
PARKFIELD J.M.I. SCHOOL
St. David's Place, Park Road, London NW4 3UB
Tel: 01-202 0454
Roll 385
Experienced Infant Teacher. Please state curricula interest and experience. Scale 2 available for suitable applicant.
Removal expenses and separation allowances available.
Candidates should telephone the Head Teacher at the school for forms which should be returned not later than 17th October 1986. (33614) 110020

**BARNET**
LONDON BOROUGH
REQUIRED JANUARY 1987
BOROUGH RELIEF STAFF
SCALE 2
Applications are invited for appointment to the full-time permanent Borough Relief Staff, for service as the need arises at Primary Schools, to cover long term vacancies. This is an opportunity for teachers to broaden their experience with a view to furthering their career.
Applicants should have taught a range of age-groups and had recent experience as a full-time permanent member of staff at a primary school.
Removal expenses and separation allowances available.
Application forms (S.A.E.) & further details obtainble from and returnable to the Director of Educational Services, Town Hall, Friern Barnet N11 3DL by 31st October, 1986. (33613) 110022

**BARNET**
LONDON BOROUGH
REQUIRED JANUARY 1987
HARDGE SUBURB JUNIOR SCHOOL
Holmesdale Way, Golders Green, NW11 6QX
Roll 310
A well organised, experienced teacher to teach MUSIC throughout this large 8 form entry Junior School. The school has a strong music tradition and the successful candidate will be expected to develop orchestral, choral and recorder activities throughout the school, as well as co-ordinating the activities of visiting peripatetic teachers. In addition, an interest in remedial teaching would be an advantage. Scale 2.
Removal expenses and separation allowances available.
Application forms (S.A.E.) obtainable from and returnable to the Headmistress. (33615) 110020

**BEDFORDSHIRE**
EDUCATION SERVICE
CASTLE LOWER SCHOOL
Goldington Green, Bedford
Tel: Bedford (0234) 65068
Required for January 1986, an experienced teacher, Scale two to play a major role in developing an active the curriculum language policy with additional responsibility for the school library.
Application forms and further details from the Headmistress. (Please sae.)
An Equal Opportunities Employer. (33776) 110020

**BEDFORDSHIRE**
EDUCATION SERVICE
FERRARS JUNIOR SCHOOL
Leagrave Road, Luton, Beds.
Tel: 574852
Required for January 1987, an experienced teacher of primary children, Scale 3. Designated as Head of Art and Craft and Year Group Co-ordinator.
Application forms available from and returnable to the Headmaster, S.A.E. please.
An Equal Opportunities Employer. (33787) 110020

**BEXLEY**
LONDON BOROUGH
NORTHUMBERLAND HEATH INFANT SCHOOL
Brook Street, Erith, Kent DA8 1JE
Tel: Dartford 334638
Scale 2 post available from January 1987 for an experienced & enthusiastic teacher to take responsibility for maths & computers and/or audio visual aids within the school.
Application forms available from Chief Education Officer for Schools (T4), Town Hall, Crayford, Kent DA1 4EN (Enclosing SAE).

**NORTH CRAY PRIMARY SCHOOL**
North Cray, Sidcup DA14 5JQ
Tel: 01-300 6344
Full-time teacher required with effect from January, 1987, to be responsible for Mathematics throughout the school. An interest in Art and Craft would be an advantage. Scale 2 post available to suitable applicant. Closing date Wednesday 22nd October, 1986.
Application form and further details available from Chief Education Officer for Schools (T.4), Town Hall, Crayford, Kent DA1 4EN (enclosing s.a.e.). (33581) 110020

**BROMLEY**
TUBSNEDEN INFANTS' SCHOOL
Sandybury, Orpington, Kent BR6 8BD
Tel: Farnborough 51653
For January 1987, an enthusiastic teacher for infant class who is willing to be actively involved in the school's curriculum development for language, reading and development throughout the school. Scale 2.
Application forms available from the Headmistress at school (large s.a.e. please) to whom completed forms should be returned by 24th October, 1986. (33577) 110020

**BROMLEY**
PARISH C.E. PRIMARY SCHOOL
Farnborough Lane, Bromley, Kent BR1 4HF
For January 1986, a Scale 3 Co-ordinator for Language, Maths and Science.
This new post is a significant one in the management structure of the expanding School, which has just been upgraded after moving to a new site. An experienced, enthusiastic teacher is sought, to work initially with Lower Juniors and to take responsibility throughout the primary age range, for the on-going development of either Language, or Maths and Science.
Parish is a popular and well-respected school, which interested candidates may view by arrangement with the Head from whom application form and job description are also available on request (please telephone). Completed forms should be returned to the Headteacher by 17th October 1986. (33774) 110020

**BROMLEY**
HIGHFIELD JUNIOR SCHOOL
South Hill Road, Bromley, Kent BR2 0RL
Tel: 01-464 2557
For January 1987, an experienced teacher able to share responsibility for MUSIC, DRAMA, or MATHEMATICS SCIENCE and TECHNOLOGY.
You must be willing to be involved in all areas of curriculum development, but should state your specific interests.
Application forms and further details available from the Headteacher (please telephone) to whom completed forms should be returned by 17th October, 1986. (32588) 110020

**BUCKINGHAMSHIRE**
MILTON KEYNES AREA
Equal Opportunity Employer
ALEX CAMPBELL COUNTY MIDDLE SCHOOL
Buckingham Road, Bletchley, Milton Keynes
Required from January 1987 a Music Specialist committed to developing a sound musical education policy throughout the school and encouraging creative music making and performances, Scale 2.
The applicant should be an enthusiastic capable and committed teacher for a vertically grouped 3rd and 4th year class at this established middle school. Integrated learning strategies are in use in this school and applicants should be committed to working in this way and cooperatively with colleagues.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Headteacher, M. Riley, B.Ed., on receipt of a foolscap stamped addressed envelope.
Closing date: 17th October, 1986. (33548) 110020

**CAMBRIDGESHIRE**
(EQUAL OPPORTUNITY EMPLOYER)
KING EDWARD JUNIOR SCHOOL
Burnsfield Street, Chatteris, Cambs. PE16 6EY
Tel: Chatteris 8293
Head Teacher: Mr.O. Griffiths
Previous Applicants will be reconsidered
Group 5
Required for April, 1987 or earlier if possible.
An experienced and innovative primary teacher required for this Scale 3 post as part of the Management Team.
Further details and an application form available from the Head Teacher at the above address (s.a.e.). Closing date 24th October. (33388) 110020

**CAMBRIDGESHIRE**
EQUAL OPPORTUNITIES EMPLOYER)
PECKOVER J.M. & I SCHOOL
Leverington Road, Wisbech, Cambs. PE13 5EJ
Tel: Wisbech 584741
Head Teacher: Miss B.B. Dungworth
RE-ADVERTISEMENT
PREVIOUS APPLICANTS WILL BE RECONSIDERED
GROUP 4
REQUIRED FOR APRIL 1987 OR EARLIER IF POSSIBLE:-
Infant Teacher required. Scale 2 post available for a major area of the curriculum to be decided after appointment. Please state areas of interest.
Further details and an application form available from the Head Teacher at the above address (s.a.e.). Closing date for receipt of applications 24th October. (33480) 110020

**EAST SUSSEX**
HOLLINGTON JUNIOR SCHOOL
Beauchamp Road, St. Leonards-on-Sea
Roll: c. 330
From January 1, 1987: experienced teacher (Scale 3) able to offer P.E. including Boys' Games. Interest in primary science welcome.
Relocation grants in appropriate cases.
Application forms (s.a.e. please) from the County Education Officer, P.O. Box 4, County Hall, St. Anne's Crescent, Lewes BN7 1SQ to be returned to the Head Teacher at school at (illegible) (33565) 110020

PRIMARY EDUCATION
continued

**EAST SUSSEX**
ROCKS PARK COUNTY PRIMARY SCHOOL
Lashbrooke Road, Uckfield TN22 5AY
Tel: 2350
From January 1: experienced Junior Teacher (Scale 2). Music essential.
Relocation grants in approved cases.
Application forms (see please) from County Education Officer, PO Box 4, County Hall, St Anne's Crescent, Lewes, BN7 1SG to be returned to the Head by October 20. (33661) 110020

**ENFIELD**
ST. JAMES' C.E. PRIMARY SCHOOL
Frederick Crescent, Enfield EN3 7HH
Roll 320
Required January 1987, or as soon as possible, an enthusiastic and experienced teacher to be responsible for the first instance, for a class of 2nd and 3rd year infants.
Applicants should be in sympathy with the aims of a Church of England School.
Scale 2 post for the organisation and development of the Infant Curriculum, available for suitable candidate.
Loudon Allowance £726.
Application forms (large SAE) from and returns to the Headteacher by 17th October (or to be returned to the Headteacher. Closing date 22nd October, 1986. (33299) 110020

**ESSEX**
NORTHLANDS JUNIOR SCHOOL
Whitfield Road, Pitsea, Basildon SS13 3JQ
Tel: Basildon 553366 (Roll 458)
TEACHER Scale 3 + £282 L.A. Re-advertisement, previous applicants automatically considered.
Required Easter 1987, enthusiastic teacher with proven leadership qualities and leading part in curriculum growth, specifically language development in large school.
Visits welcome. Relocation expenses payable in approved cases.
Send S.A.E. to S.W. Area Education Office, The Knaves, Basildon SS16 5RX for form and details. Closing date 24th October 1986.

SUMNERS COUNTY PRIMARY SCHOOL
Broadley Road, Sumners, Harlow CM19 5BD
Tel: Harlow 417410 (Roll 325)
PRIMARY TEACHER - Scale 2/3
Required January 1987 to assist in teaching of maths and science across the age range.
Visits welcome.
Curriculum vitae and names of two referees to Headteacher (please s.a.e. please). (33453) 110020

**HAMPSHIRE**
BORDON COUNTY INFANT SCHOOL
Budds Lane, Bordon
Scale 2 Post
MATHS CONSULTANT AND UPPER INFANT CLASS TEACHER
In this small open-plan school. S.A.E. for further details from the Headteacher.
Letter of application with full c.v. names and addresses of two educational referees to be sent to the Headteacher. (33733) 110020

**HAMPSHIRE**
ST. MICHAEL'S C.E. CONTROLLED INFANT SCHOOL
Park Road, Aldershot, Hampshire GU11 3PU
N.O.R. 185
Required for January 1987.
Scale 2 post.
Infant teacher to take responsibility for Music throughout the school.
Pianist essential.
The Authority pursues a policy of equality of opportunity.
Closing date 22nd October 1986.
Application form and details from the Headteacher on receipt of s.a.e. (33682) 110020

**HAMPSHIRE**
SOUTH EAST HANTS AREA CLAYFIELD MIDDLE SCHOOL
Little Hyden Lane, Clanfield, Portsmouth. Hampshire
Tel: Horndean 593209
Headteacher: Mrs. Wilcox
Required January 1987, Maths Consultant/Co-ordinator. Scale 2.
Closing date: 17th October 1986.
For further details and application form please send s.a.e. to Headteacher enclosing curriculum vitae. (33679) 110020

**HAMPSHIRE**
SHAKESPEARE COUNTY JUNIOR SCHOOL
St. Catherine's Road, Boyatt Wood, Eastleigh
Scale 2. Consultant for P.E. and Games and Organisation of Resources.
Letter of application with full c.v., names and addresses of two educational referees and s.a.e. to the Headteacher. (33698) 110020

**HAMPSHIRE**
WOODCOTE COUNTY PRIMARY SCHOOL
Tukes Avenue, Bridgemary, Gosport, Hants. PO13 0HS
N.O.R. 270
Required January or Easter 1987.
Scale 3 teacher with responsibility for Infant Education.
Further details and application form available from Headteacher on receipt of an s.a.e. Closing date: 24th October. (33694) 110020

**HARROW**
EDUCATION COMMITTEE
GRANGE FIRST SCHOOL
Welbeck Road, South Harrow, Middx. HA2 8RJ
Tel: 01-422 5054
Scale 2
Applications are invited from experienced teachers capable of teaching throughout the First School age range and with the ability to coordinate Language work and the Library within this multi-cultural First School. The successful candidate will initially be responsible for a Year 7 class.
Outer London Allowance Payable.
Application forms from and to be returned to the Headteacher by 30th October, 1986. Please enclose stamped addressed envelope.
Harrow is an Equal Opportunity Employer. (33646) 110020

**HAVERING**
LONDON BOROUGH OF HAVERING
UNIVERSITY INFANTS SCHOOL
St Mary's Lane, Upminster RM14 2QS
Tel: Upminster 21320
Headteacher, Mrs. A.E. Baillie
Required for January 1987 an enthusiastic and experienced teacher, Scale 2, to be responsible for Science throughout the school, and able to take a leading role in planning curriculum.
Application forms are available (sae please) from the Director of Educational Services (Ref. Staffing/DET), Mercury House, Mercury Gardens, Romford RM1 3DR.
Closing Date: 21st October 1986. (33556) 110020

**HILLINGDON**
LONDON BOROUGH OF HILLINGDON
Please see under Special Scale 2(b). (33758) 110020

**HUMBERSIDE**
EDUCATION COMMITTEE
PRIMARY DIVISION
COLD CLEVE MIDDLE SCHOOL
Colin Avenue, Grimsby DN35 8EN
Required for January 1987, enthusiastic and experienced TEACHER, SCALE 2 to take curriculum responsibility for MUSIC and to develop musical abilities throughout the school.
Application forms and further information obtainable from the Headteacher.
Salary on Teacher Scale 2 at the school on receipt of a completed application form.
Forms should be returned to the Headteacher by 20th October 1986.

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
NEW ASH GREEN CP FIRST SCHOOL
New Ash Green, Hartley, Kent DA3 8JT
An experienced Scale 3 teacher with an interest in, and considerable knowledge of language across the curriculum with particular reference to the primary 5-8. This post-holder is a member of the school management team and strong leadership qualities are required.
Visits to the school by opponent would be very welcome.
Applications to the Headteacher at the school.
Possibility of help with temporary housing in approved cases.

PAINTER'S ASH CP SCHOOL
Masefield Road, Northfleet, Kent DA11 8EA
Infant Teacher required as soon as possible. Scale 2 post available for experienced teacher able to offer an area of expertise in curriculum development.
Applications to the Headteacher at the school.
Possibility of help with temporary housing in approved cases.

RAYNEHURST JUNIOR SCHOOL
Cerne Road, Gravesend, Kent DA12 4BN
Group 5
Wanted for January 1987, Scale 2 teacher to be responsible for curriculum development throughout the school. Must be able to play the piano.
Application forms and further details from the Headmaster at the school (SAE please).
Possibility of help with temporary housing in approved cases.

THE SWEYNE C.P. JUNIOR SCHOOL
Keary Road, Swanscombe, Kent
Required January 1987 if possible, enthusiastic teacher to teach initially second year junior children and to accept curricular responsibility (or mathematics. Ability to play the piano essential. Scale 2 post available for suitable applicant.
Application forms from the Headteacher at the school giving names of two referees (S.A.E.). Possibility of help with temporary housing in approved cases.

NORTH KENT AREA
WALDERSLADE C.P. SCHOOL
Durgeta Road, Walderslade, Chatham ME5 8BJ
Group 4: Pupil 220
Required as soon as possible Scale 1 teacher to take responsibility for Boys Games and Science throughout the school.
Application forms and further details from the Headteacher (s.a.e. please).
Closing date 7.11.86.

WAYFIELD CP INFANT SCHOOL
Wayfield Road, Chatham ME5 0HR
Required for January 1987 Scale 2 teacher for Language Development.
Letter of application with full c.v. and names/addresses of two referees to the Headteacher.

WAYFIELD C.P. INFANT SCHOOL
Wayfield Road, Chatham ME5 0HR
Scale 2 Teacher-in-Charge of two class Nursery Unit (two sessions or 40 children). required for January, 1987.
Letters of application with full c.v. and names/addresses of two referees to the Headteacher. (33481) 110020

**LEICESTERSHIRE**
COUNTY COUNCIL
An Equal Opportunity Employer
ORCHARD PRIMARY SCHOOL
Grange Drive, Castle Donington, Derby DE7 2GU
SCALE 3
NOR: 300
Required for January 1987 an enthusiastic and competent teacher to work as organisation for the Junior Classes and to take responsibility for Music and to develop community links.
Applications in writing to the Headteacher, enclosing c.v. names and addresses of two referees.
Closing date: 31st October 1986.

**LEICESTERSHIRE**
COUNTY COUNCIL
An Equal Opportunity Employer
ORCHARD PRIMARY SCHOOL
Grange Drive, Castle Donington, Derby DE7 2GU
SCALE 3
NOR: 300
Required for January 1987 an enthusiastic and competent teacher to take responsibility for Music throughout the school and to develop community links.
Applications in writing to the Headteacher, enclosing c.v. names and addresses of two referees.
Closing date: 31st October 1986.

**MERTON**
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
COTTENHAM PARK C OF E PRIMARY
Cottenham Park Road, London SW20
Tel: 01-947 7227
Head Teacher: Mr. P.E. Brine
Age Range: 5-9 years
No. on Roll: 200
Required January 1987 a Scale 2 Mathematics and Computer Co-ordinator.
CLOSING DATE: 24th October, 1986.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (33624) 110020

**NORTH YORKSHIRE**
SELBY CP SCHOOL
LOWER JUNIOR CO-ORDINATOR
Required from 1.1.87 to lead a team of Lower Junior Teachers to work within the school's development plan.
Curricular responsibility for Maths desirable, interest in sport an advantage. Scale 3.
Application forms, returning to appoint a Secretary, Area Education Office, 50 Piccadilly, York YO1 1PW. (SAE please). (33809) 110020

**OLDHAM**
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
SACRED HEART R.C. PRIMARY SCHOOL
Whetstone Hill Road, Derker, Oldham OL1 4NA
TEACHER - Scale 2
Infant trained teacher to be responsible initially for the Reception Class and to play a leading role in the Infant Department.
Musical ability would be an advantage. Practising Catholic preferred.
Application form (sae) from the Director of Education, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PZ, returnable to Chairman of Governors. Sacred Heart Presbytery, Whetstone Hill Road, Oldham OL1 4NA, by 22nd October. (33537) 110020

**REDBRIDGE**
RAY LODGE JUNIOR SCHOOL
Snakes Lane, Woodford Green, Essex IG8 7JL
Head: Mrs. D. Bidgood
Tel: 01-504 7301
Required for January 1987 or as soon as possible thereafter: a Scale 2 Teacher to take responsibility for Science/Music throughout the school.
The post attracts Outer London allowance; assistance with travel from to house purchase and resettlement expenses where appropriate, given in approved cases.
Application forms are available from and returnable to the Headteacher at the school. Closing date: 24th October. (33591) 110020

**RICHMOND UPON THAMES**
LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)
ST. OSWALD'S R.C. JM/I SCHOOL
Church Road, Barnes, London SW13 9HQ
Tel: 01-748 3582
SCALE 2 TEACHER (Plus £726 Outer London Allowance)
The Governors invite applications from well qualified and experienced teachers with the ability to support and develop Science and/or Mathematics throughout the age range 5 to 11.
The candidate should be practising Catholic who hold the Catholic Teachers Certificate and who are willing to contribute fully to the general life of the school.
Applicants are welcome to visit the school by appointment with the headteacher.
Forms and further details (foolscap s.a.s.) from the Director of Education, County Hall, Lower Richmond Road, Richmond, Middlesex TW1 3QB, returnable to the Chairman of Governors (address in further details) by Wednesday 30th October 1986. (33394) 110020

**SEFTON**
METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
MUSIC SUPPORT SERVICE
222 Park Road, Formby L37 6EW
TEACHER OF MUSIC
Required for January: 1987 until April, in first instance to co-ordinate primary music in a geographical area of the Authority. Ability to develop both instrumental and choral work in schools is sought.
Scale 2 post suitable applicant.
Application forms and further details may be obtained on a stamped addressed envelope from the Head of Service, to whom completed forms must be returned within 14 days of this advertisement.

**SHROPSHIRE**
BRINDLEYFORD COUNTY FIRST SCHOOL
Brookside, Telford, Shropshire TF3 1QD
Tel: Telford 598171
Required for January 1987, Permanent, Full-time Post in the first instance, for a special interest in Language development would be an advantage though a good main scale teacher is required.
Application forms and details from the Headteacher at the address above, enclosing a stamped addressed envelope.

**STAFFORDSHIRE**
ST. BERNADETTE'S R.C. (Aid) PRIMARY SCHOOL
Lindale Drive, Woodthorpe, Wolverhampton WV3 8HL
Required for January, 1987 teacher with interest in SCIENCE and an interest in SCIENCE/COMPUTERS. A good teacher qualified and experienced needed date. The Governors are seeking to appoint a practising Catholic teacher who will take an active role in the life of the school/parish community.
Application forms obtainable from and returnable to Mrs. Hay, Chairman of Governors, St. Bernadette's Presbytery, Hanson Drive, Wombourne, Wolverhampton.
Canvassing will disqualify.
Closing date 14 days for publication.
Trade Union membership encouraged.
An equal opportunity employer.
STAFFORDSHIRE COUNTY COUNCIL. (33508) 110020

**SUTTON**
LONDON BOROUGH OF SUTTON
ROUNDSHAW JUNIOR SCHOOL
Sutton Road, Roundshaw, Wallington, Surrey
TEACHER - SCALE 2
An experienced teacher required for January 1987 initially for a class of Year 3 years. The successful candidate should be willing to take responsibility in one or more of the following areas: Games, P.E., or Maths.
Application forms available from the Director of Education. The Grove, Carshalton, Surrey SM5 3AL with a closing date 23rd October 1986. (33554) 110020

**TEACH ON EXCHANGE ABROAD**
Sen Overseas Appointments Bureau (Central Bureau) 01-5101, Ext. 274. (3291011)

## Scale 1 Posts

**AVON COUNTY**
MILTON JUNIOR SCHOOL
Milton Park Road, Weston-Super-Mare, Avon BS23 2RY
Required from 1st January 1987, a teacher for 4th year Junior class initially. Prepared to be responsible for an area of the curriculum and willing to be involved in other school activities and extra-curricular.
Further details and letters of application to the Headteacher immediately giving full cv and names and addresses of two referees, sae please.
Avon is an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (33550) 110020



PRIMARY EDUCATION
continued

**AVON COUNTY**
SAMUEL WHITES INFANT SCHOOL
Crown Avenue, Henbury, Bristol BS10 3PN
Required from 1st January Required a lively, enthusiastic, 1987 a suitable teacher for a suitable teacher for a mixed age infant class.
Further details from and applications of application to the Headteacher immediately giving full cv, current names and addresses of two referees, sae please.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (33624) 110020

**AVON COUNTY**
PATCHWAY CE PRIMARY SCHOOL
Crantham Drive, Stoke Lodge, Patchway, Bristol BS12 6AG
Required for January 1987.
Applicants should be energetic, caring and experienced teachers with the ability to support and develop Science and/or Mathematics throughout the age range 5 to 11.
Application forms, returning to appoint a Secretary, Area Education Office, 50 Piccadilly, York YO1 1PW. (SAE please). (33809) 110020

**AVON COUNTY**
ST MARK'S VA PRIMARY SCHOOL
St Mark's Road, Worle, Weston-Super-Mare, Avon
Required from 1st January 1987, a teacher for 4th year Junior class initially. Prepared to be responsible for an area of the curriculum and willing to be involved in other school activities and extra-curricular.
Further details and letters of application to the Headteacher immediately giving full cv and names and addresses of two referees, sae please.
Avon is an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (33550) 110020

**BARNET**
LONDON BOROUGH REQUIRED JANUARY 1987
ST. CATHERINE'S R.C. SCHOOL
Vale Drive, Barnet EN5 2ED
Roll 267
JUNIOR TEACHER - Scale 1
Teaching Catholic preferred
Removal expenses and interest-free loans available.
Application forms (S.A.E.) available from and return by 24th October, 1986. (33524) 110022

**BARNET**
LONDON BOROUGH REQUIRED JANUARY 1987
DANSBROOK INFANT SCHOOL
Hale Drive, Mill Hill, London NW7 3QE
Roll 252
Two Infant Teachers, Scale 1, required for January 1987 to teach an infant age group. Interest in MUSIC would be an advantage but not essential.
Requests for Removal Expenses will be considered.
Re-advertisement - previous applicants will be considered.
Application forms (S.A.E.) available from and return to the Head Teacher by 24th October, 1986. (33431) 110022

**BEDFORDSHIRE**
EDUCATION SERVICE
HOWBURY GRANGE JMI SCHOOL
Bunyan Road, Luton, Beds.
Required for January 1987, a Scale 1 Teacher for Infant Class.
Applicants should have an interest in Music.
Application forms available from the Headteacher.
Closing date 30th October 1986. (33431) 110022

**BEDFORDSHIRE**
EDUCATION SERVICE
ARLESEY NURSERY SCHOOL
High Street, Arlesey, Bedfordshire SG15 6SL
Tel: Hitchin 732168
Required for January 1987, a Nursery trained/experienced teacher.
A Scale two post is available indicate a special interest/expertise.
Applications also considered from probationary teachers or teachers seeking a Scale one post.
Application forms and further details from the Headmistress, S.A.E. please.
An Equal Opportunities Employer. (33758) 110022

**BEDFORDSHIRE**
EDUCATION SERVICE
HAZELDENE LOWER SCHOOL
Stanchiffe Road, Bedford MK41 9AL
Required for January 1987, a Scale 1 post one, initially for 8½ age group.
Interest in Audio Visual Aids would be an advantage.
Please apply immediately with 1st class S.A.E. to the Headmistress for an application form (or send a card for details).
Informal telephone enquiries to Bedford (0234) 67650 would be welcome.
An Equal Opportunities Employer. (33758) 110022

**BEDFORDSHIRE**
EDUCATION SERVICE
ST. JOSEPHS R.C. JUNIOR SCHOOL
Carlton Avenue, Luton, Beds.
Tel: 573446
Required immediately on exportunity basis, Scale 1 Practising Catholic preferred.
Application forms available from the Headmistress, S.A.E. please.
An Equal Opportunities Employer. (33792) 110022

**BEDFORDSHIRE**
EDUCATION SERVICE
FOXDELL INFANT SCHOOL
Dallow Road, Luton, Beds.
Tel: 36529
Required for January 1987, or earlier if possible, an Infant teacher Scale 1.
Application forms available from the Headmistress. S.A.E. please.
An Equal Opportunities Employer. (33779) 110022

**BEDFORDSHIRE**
EDUCATION SERVICE
PONSFORD JMI SCHOOL
Dallow Road, Luton, Beds.
Tel: 36529
Required for January 1987, or earlier if possible, an Infant teacher Scale 1.
Application forms available from the Headmistress. S.A.E. please.
An Equal Opportunities Employer. (33779) 110022

**BERKSHIRE**
CIPPENHAM NURSERY SCHOOL
Elm Road, Slough SL1 5NG
N.O.R.: 151
Required for January 1987 a Scale 2 teacher (Nursery training and/or experience preferred).
Candidates are welcome to visit the school by prior arrangement.
Further details available from the Headteacher. Tel: Burnham 61506.
An Equal Opportunity Employer. (33775) 110022

**BEXLEY**
LONDON BOROUGH
ST STEPHENS RC PRIMARY SCHOOL
Ruskin Avenue, Welling, Kent DA16 3QQ
Tel: 01-303 9738
Full time teacher required for January appointment for January 1987. Applicants must be able to teach RE in a Roman Catholic school. The ability to take boys games would be an advantage. The appointment would be either scale 1 or for a suitably qualified and experienced teacher scale 2 is available. Visits to the school welcomed.
Application forms available from Chief Education Officer for Schools (T6), Town Hall, Crayford, Kent DA1 4EJ (Enclosing SAE). (33582) 110022

**BOLTON**
METROPOLITAN BOROUGH
ST. THOMAS CINDE R.C. (AIDED) PRIMARY SCHOOL
Birnham Road, Bolton BL3 6EL
Temporary TEACHER, SCALE 1 required from 1.1.87. The ability to offer Music is essential.
Application forms available from Director of Education and Arts, P.O. Box 53, Paderborn House, Civic Centre, Bolton BL1 1jw.
Completed applications to be returned to the Head Teacher, Mr. R. Coupe by the school by 22 October, 1986. (33574) 110022

**BROMLEY**
HIGHFIELD JUNIOR SCHOOL
Scotts Hill Road, Shortlands, Bromley, Kent BR2 0HL
Tel: 01-460 2997
For 1st January 1987, an enthusiastic teacher, able to take a class of 8 year old children and willing to be involved in an art project.
Applicants should be responsible for one area of the curriculum and willing to be involved in other school activities and extra-curricular.
Further details and letters of application to the Headteacher immediately giving full cv and names and addresses of two referees, sae please.
Avon is an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (33550) 110022

**BUCKINGHAMSHIRE**
MILTON KEYNES AREA
Equal Opportunity Employer
ASHBROOK COUNTY FIRST SCHOOL
The High Street, Two Mile Ash, Milton Keynes MK8 8NA
Required from January 1987, a suitably qualified teacher for a vertically grouped class of children 5-8 years of age. A willingness to work co-operatively with other teachers is essential. Scale 1.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms are available from the Headteacher, Mrs. C. Bearman, giving full curriculum vitae of two referees.
(33552) 110022

**BUCKINGHAMSHIRE**
MILTON KEYNES AREA
Equal Opportunity Employer
MEADOWCROFT COUNTY COMBINED SCHOOL
Tattenhoe Street Boulevard, Fishermead, Milton Keynes MK6 2LB
Required from January 1987, a teacher for a vertically grouped class of 7-9 year olds to work co-operatively as a member of a team. This is a temporary post for two terms to cover increased growth in this still expanding combined school. Scale 1.
Apply by letter to the Headteacher, Miss P. Irons, giving full curriculum vitae, full details of strengths and interests and the names, addresses and telephone numbers of two referees.
(33551) 110022

**BUCKINGHAMSHIRE**
Wycombe AREA Equal Opportunity Employer
SPRINGFIELD COUNTY COMBINED SCHOOL
Torrington Hill, Marlow, Bucks SL7 2QH
Head: Mr. P.A. Littlejohn
N.O.R. 204
Required for January, 1987, an enthusiastic teacher prepared to take a full and active part in all aspects of school life and to make a contribution to curriculum development.
Candidates are asked to indicate their areas of curriculum strengths and expertise together with extra curricular activities they may wish to offer.
Application forms and further details available from the Headteacher at the school on receipt of a stamped addressed envelope.
(33541) 110022

**BURY**
METROPOLITAN BOROUGH OF BURY
AN EQUAL OPPORTUNITY EMPLOYER
EDUCATION DEPARTMENT
TEACHER (Scale 1)
Required for Middle Infants from 1st January 1987 at Holy Trinity C.E. Primary School, Bell Street, Bury BL9 0BD.
Communicant member of the Church of England preferred.
Application forms obtainable from the Director of Education, Education Offices, Athenaeum House, Market Street, Bury BL9 0BN and returnable to the Rev. I. McCollough, Holy Trinity Vicarage, Spring Street, Bury, by Friday, 17th October 1986. (33285) 110022

**CAMBRIDGESHIRE**
Equal Opportunity Employer)
ST. MATTHEWS COUNTY PRIMARY SCHOOL
19 Norfolk Street, Cambridge CB1 2LD
Required for January 1987, flexible and enthusiastic Teacher, Scale 1, work as one of a unit of three in a class of vertically grouped middle/top Infants. Applicants should have an interest in individualised learning and a topic based approach.
Application forms from the Head Teacher (SAE please). Closing date 30th October 1986. (33431) 110022

**CROYDON**
THE LONDON BOROUGH OF CROYDON
EDUCATION DEPARTMENT
CYPRESS INFANTS SCHOOL
Cypress Road, South Norwood, London SE19 4AL
Tel: 01-653 4803
Reception Class Teacher
Burnham Scale 1
Tenable from: January 1987
An enthusiastic teacher with infant experience is required to take charge of established reception class. This is a temporary post for one term but a permanent contract may be possible.
Visits to the school are welcome.
For application forms and further details please contact the Head Teacher.
Closing date is two weeks after the appearance of this advertisement.

**CROYDON**
THE LONDON BOROUGH OF CROYDON
BROADMEAD J.M. SCHOOL
366 Brighton Road, Croydon CR0 2ES
Tel: 01-680 5473
JUNIOR TEACHER
Scale 1 or 2 available for suitable applicant
Tenable from January 1987
Required in January, an enthusiastic and suitably experienced teacher to co-ordinate the work of the two third year classes and act as MUSIC CONSULTANT in the school. Scale 2 is available for suitable applicant.
We are a multicultural school of some 500 pupils with a wide range of abilities.
Visits to the school are welcome.
Application forms and further details available from the Head Teacher. (33438) 110022

**HAVERING**
LONDON BOROUGH OF HAVERING
ST ALBAN'S R.C. J.M. & I. SCHOOL
Broadleigh Avenue, Hornchurch RM12 5JN
Tel: Rainham 55644
(Roll 239)
Acting Headteacher: Mrs. J.M. Smith
Required for January 1987 or as soon as possible thereafter, a Scale 1 teacher.
Practising Catholic preferred.
Closing Date: 22nd October 1986.

ST PETER'S R.C. J.M. & I. SCHOOL
Dorant Avenue, Romford RM1 4JA
Tel: Romford 45506
(Roll 198)
Headteacher: M. Cuy
Required for January 1987, two Scale 1 teachers, one to initially cover a top Infant class and the other to initially take a second year Junior class.
Practising Catholics preferred.
Application forms for both posts are available (sae please) from the Director of Education, Mercury House, (Ref: Staffing/DIET), Mercury Gardens, Romford RM1 3DR.
Closing Date: 22nd October 1986. (33537) 110022

**HERTFORDSHIRE**
ST. THOMAS MORE R.C. JMI. SCHOOL
High Field, Letchworth, Herts. SG6 3UE
Tel: Letchworth 685829
Head: Sister A. O'Connor
Required as soon as possible a Part Time (0.6/0.4) Music Teacher for 2½ days per week. (Scale 1). The school has a strong musical tradition with a well established choir and recorder group.
Applications in writing to the Headteacher, enclosing c.v., names and addresses of two referees and s.a.e. (33192) 110022

**HERTFORDSHIRE**
WHEATFIELDS INFANTS SCHOOL
Downs Road, St. Albans AL4 0NY
Head: Mrs. R. Greenauth
Group V
Scale 1
Teacher required for January 1987 in this traditionally organised school. The successful candidate will be expected to teach Middle Infants.
Apply to the Headmistress with full particulars and names and addresses of two referees. S.A.E. please. (33344) 110022

**HERTFORDSHIRE**
BEECH HYDE JMI SCHOOL
Nurseries Road, Wheathampstead, St Albans AL4 8NR
Group 4
Head: Mrs A.B. Dalton
Required for January 1987 an enthusiastic, caring and committed teacher for a modern, semi open plan JMI school. The post initially will be with infants but the ability to teach Infants or Juniors would be an advantage. Applicants must be willing to "team Teach". Visitors to the school are very welcome, please telephone first. Wheathampstead 5651
Applications by letter giving special interests and the names and addresses of two referees to the Head by Thursday 16th October. Please send s.a.e.
(33520) 110022

**HERTFORDSHIRE**
BASENGSHERS' ASKE'S SCHOOL FOR GIRLS
Aldenham Road, Watford, Herts. WD3 3BT
Required at a well qualified teacher for 9-10 year olds for two terms.
See advertisement in Independent Sector.
(33704) 110022

**HERTFORDSHIRE**
COTTESBRO PRIMARY V.C. FIRST SCHOOL
Cottesbrook, Buntingford (Head: Mrs S.M. Widowia)
Required for January, 1987 an enthusiastic, committed and experienced teacher for the infant class of this small, two teacher, Village School.
Applicants should have hands-on experience at all infant levels and be willing to take a full part in the life of this thriving and attractive village school.
Visits to the school are very welcome, please telephone first.
Applications by letter to the Headmistress, enclosing c.v., names and addresses of two referees and s.a.e.
Closing date: 17th October, 1986.

**HERTFORDSHIRE**
FAIRFIELDS J.M.I. SCHOOL
Hemdean Road, Caversham, Herts. RG4 7QQ
(Head: Mr. M.G. Tuck)
Required for January 1987, an enthusiastic teacher, Scale 1, to take Top Infants.
An interest in Science/Environmental Studies would be an advantage. Visits to the school welcomed.
Applications by letter to the Head as soon as possible, together with curriculum vitae and names and addresses of two referees. (S.E. please). (33762) 110022

**HILLINGDON**
LONDON BOROUGH OF HILLINGDON
Please see under Special Scale 1(f). (32790) 110022

**HILLINGDON**
LONDON BOROUGH OF HILLINGDON
BROOKSIDE PRIMARY SCHOOL
Perth Avenue, Hayes UB4 0LW
Headteacher: Mr K. Forster
Required for January 1987 an enthusiastic teacher committed to modern teaching methods who would accept initially responsibility for a vertically grouped middle infant and reception class (Scale 1).
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 50431) to whom they should be returned as soon as possible and not later than 21 October 1986.
Outer London Allowance Payable. (33647) 110022

**HUMBERSIDE**
EDUCATION COMMITTEE
PRIMARY DIVISION
ST. MARY'S RC INFANT AND MIDDLE SCHOOL
Heritage Road, Grimsby DN32 7JX
Required for January, 1987: ASSISTANT TEACHER, SCALE 1 would be expected that the person appointed would fit into a Middle School context where enthusiasm, personal initiative and ability to work with others would be valued. A special interest in the dance/gymnastics aspects of curriculum would be an advantage, a practising Catholic is preferred.
Application forms, obtainable from the Divisional Education Office, Application forms, obtainable from the Divisional Education Office. Completed forms (on receipt of s.a.s.) should be returned to the Head Teacher at the school by 20th October, 1986. (33486) 110022

**ISLES OF SCILLY**
COUNCIL OF THE ISLES OF SCILLY
ST. MARY'S CARN GWAVAL CHURCH OF ENGLAND V.C. (Junior and Infant School)
(Groups 3, N.O.R. 120-?)
REQUIRED JANUARY 1987 or as soon as possible thereafter.
SCALE 1 TEACHER
Applications are invited for this above full time post from suitably qualified teachers. The successful candidate will initially take charge of a group of middle and top infants but will be expected to change age groups from time to time and therefore should view the post as an appointment to the school as a whole.
Further information and form of application may be obtained from: Town Hall (WAC), St. Mary's, Isles of Scilly TR21 0LW (large S.A.E. please) to whom completed applications should be returned by 22nd October 1986. (33438) 110022

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
WESTGATE CP JUNIOR SCHOOL
Rowhill Road, Westgate, Swanley, Kent BR8 8AU
Required as soon as possible a 3 teacher (hours by arrangement with Headteacher) for withdrawal group for children with special needs who can take active part in school life.
Applications to the Headteacher at the school.
Possibility of help with temporary housing in approved cases.

SHORNE CE PRIMARY SCHOOL
Cobdown Drive, Shorne, Gravesend, Kent DA12 3DG
Junior Teacher to take responsibility for P.E. and Games throughout the school and to run school football team.
Newly qualified teachers welcome to apply.
Further details, form and application form from the Headteacher at the school.
Closing date: October 24th 1986.
Possibility of help with temporary housing in approved cases.

NORTH KENT AREA
STYRINGES JMI SCHOOL, SOUTH AVENUE CP JUNIOR SCHOOL
South Avenue, Sittingbourne ME10 4SU
Required for January 1987 Scale 1 Teacher for third year class. Applications welcomed from experienced teachers and those seeking a first appointment.
Application forms and further details from the Headteacher (s.a.e. please) to be returned as soon as possible.

GILLINGHAM, TWYDALL
CHURCH OF ENGLAND V.C.
Romney Road, Gillingham, ME8 6JJ
Required for January 1987 Teacher of Music. Scale 1. Ability to play piano essential.
Letters of application with c.v. and names/addresses of two referees to the Head.

## PRIMARY EDUCATION
continued

### LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

QUEENSHEAD INFANT SCHOOL
Winstanley Drive, Leicester LE2 9PT

NOR: 185 F/T, 20 P/T

SCALE: 1

Required January 1987 2 experienced infant teachers for this lively City Infant school - Scale 2 available for applicants suitably qualified to take responsibility for curriculum work in Maths, special needs or the use and development of computer aided learning.

Please contact the Headteacher for further details and application forms (SAE). (67883) 110022

### LONDON
ST. CLEMENT DANES C. OF E. PRIMARY SCHOOL
Drury Lane, London WC2B 5SU
(J. M. & I.)
(Roll 195, Group 4)
Acting Headmaster: David Derrick
Required a.s.a.p. 0.5 teacher to work in team teaching situation with junior classes.
Ability to play piano or an interest in music would be an recommendation. (33366) 110022

### LONDON
ST. LEONARDS C.E. PRIMARY SCHOOL
Mitcham Lane, SW16
Tel: 01-769 2713
No. on Roll 300
Appointment Jan. 1987 or ABAD
SCALE 1. Initially for junior class. Candidates will be encouraged to develop own interests. Details and Application Forms from Headteacher.
2. TEMPORARY COVER for Maternity leave. Teacher for top junior class. SCALE 2 available for candidate able to take responsibility for computers/Maths. School has 6 computers. (33437) 110022

### MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
SINGLEGATE PRIMARY SCHOOL
Church Road, London SW19 2NT
Tel: 01-542 6505
Head Teacher: Mr. P.F. Jones
Age Range: 5 - 9 years
No. on Roll: 308
Required as soon as possible for this Social Priority School.
An enthusiastic temporary part-time Teacher 0.8. The person appointed will be class based and it is hoped will be able to make on an active roll in the school.
CLOSING DATE: A.S.A.P.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (33519) 110022

### MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
BENEDICT PRIMARY SCHOOL
Church Road, Mitcham, Surrey CR4 3BE
Tel: 01-640 4798
Head Teacher: Mr. E.M. Paul
Age Range: 5-9 years
No on Roll: 352
Required from 27th October (scale 1) Temporary Teacher to cover for Teacher on Maternity Leave, to take a class of 6/7 year old children.
CLOSING DATE: 17th October, 1986
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (33618) 110022

### NORTH YORKSHIRE
SNTERGATE COUNTY JUNIOR SCHOOL
Harrogate
CLASS TEACHER
Required for Jan. '87 for Junior age range.
State curricular strengths and interests. Scale 1 plus.
Application forms, returnable 22.10.86, from Area Education Officer, 39 Grove Road, Harrogate HG1 5EH. (SAE please). (33808) 110022

### OLDHAM
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
FITTON HILL INFANT/NURSERY SCHOOL
South Croft, Fitton Hill, Oldham
MIDDLETOP INFANT TEACHER - Scale 1
Required for January 1987.
An enthusiastic teacher required to work at this traditionally built Infant/Nursery School.
The school operates an integrated approach to work and applicants must be committed to a child centred approach to education.
Application forms (sae) from the Director of Education, Old Town Hall, Middleton ROAD, Chadderton, Oldham OL9 6PP, returnable to the Head at the School by 22nd October.
An Equal Opportunity Employer. (33539) 110022

### OLDHAM
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
ST. MARGARET'S C.E. PRIMARY SCHOOL
Hiva Street, Hollinwood, Oldham
RECEPTION CLASS TEACHER - Scale 1
Required for January 1987, for this open plan primary school. A commitment to a child centred approach required.
Communicant member of the Church of England preferred.
This post is temporary initially to Easter 1987.
Please apply by letter including full CV and names and addresses of 2 referees to Rev. A. George, c/o the School, by 20th October, 1986. (33534) 110022

### OXFORDSHIRE
COUNTY COUNCIL
OUR LADY OF LOURDES R.C. (A) PRIMARY SCHOOL
Curbridge Road, Witney OX8 7JZ
Required for January 1987, an Assistant Teacher to work with two other teachers in the Infant Department. An interest in Music would be an advantage. Applicants must be practising Catholics.
Apply giving details of training, experience as a teacher and names of two referees to the Rev. P.J. Taylor, The Presbytery, Tower Hill, Witney by 23th October 1986. S.A.E. please.
An Equal Opportunity Employer. (33468) 110022

### OXFORDSHIRE
THE GATEWAY COUNTY PRIMARY SCHOOL
Notsrevdn Close, Carterton, Oxon
Group 5 – 300 on roll.
Required for January 1987, a teacher for a class of Junior children.
Applicants should be enthusiastic, creative and sensitive to the needs of children in a school with a high turnover of pupils. Interests in Environmental Studies and games, and a commitment to be actively involved in wide ranging aspects of school life would be clear advantages.
Forms and further details available from the Head Teacher to be returned by 22 October. SAE please.
An Equal Opportunity Employer

### POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
Required for January, 1987, a teacher of Welsh as a second language at Llandrindod Wells C.P. School and Crossgates C. in W. School, Llandrindod. Scale 1. (Ref: 448).
Application forms available from the Director of Education, Education Department, Cefn Lodge, Spa Road, Llandrindod Wells, Powys to whom they should be returned by 24th October, 1986. (33712) 110022

### SEFTON
METROPOLITAN BOROUGH OF SEFTON
BIRKDALE PRIMARY SCHOOL
Matlock Road, Southport PR8 4EE
TEACHER of NURSERY CLASS (Scale 1) required for January 1987. Enthusiastic teacher required for a 30 place Nursery Class of 3 and 4 year old pupils. Nursery training and/or experience is essential. Enquiries and visits welcome from probationary and experienced teachers.
Apply immediately by letter to the Headteacher, enclosing curriculum vitae, names and addresses of two referees and s.a.e. (33471) 110022

### SHROPSHIRE
WILFRED OWEN SCHOOL
Hearne Way, Monkmore, Shrewsbury
Required for January, 1987 a permanent Scale 1 teacher of Juniors. Enthusiastic and forward looking teacher required.
Please state strengths and interests.
Application forms and details from the Head (S.A.E.). (33745) 110022

### SOLIHULL
EDUCATION COMMITTEE
TEACHER
Scale 1
ST. ALPHEGE C.E. (AIDED) INFANT SCHOOL
New Road, Solihull B91 3DW
Required January 1987 or as soon as possible thereafter, in the first instance to teach middle Infants C.E. Communicant.
NURSERY TEACHER
Scale 1
KINGSHURST INFANT SCHOOL (S.F.A.)
Ballard Walk, Kingshurst, Birmingham B37 6BJ
Required as soon as possible.
For the above two posts send s.a.e. to Head Teacher at the appropriate school, for details and application forms.
Completed forms to be returned to Head Teacher by 31st October 1986. (32508) 110022

### STAFFORDSHIRE
ST. AUSTIN'S R.C. (A) PRIMARY SCHOOL
Gerrards Street, Stafford
Required for January 1987, an energetic and suitably qualified teacher for Juniors (Scale 1), Roman Catholic holding the Catholic Teachers' Certificate in Religious Education preferred.
The successful candidate will be required to accept the terms of the C.R.C.
Application forms obtainable from and returnable to Chairman of Governors at the School.
Canvassing will disqualify.
Closing date 10 days from publication.
Trade Union membership encouraged.
An equal opportunity employer.
STAFFORDSHIRE COUNTY COUNCIL. (33511) 110022

### SUFFOLK
COUNTY COUNCIL
ST. MARY'S RCVA PRIMARY SCHOOL
Woodbridge Road, Ipswich IP4 4BA
5-11 roll 170
Required January 1987, TEACHER Scale 1 initially to take a class of approximately 33 Reception Infants. Practising Roman Catholic preferred.
Application forms and details obtainable from the Head at the School, s.a.e. please. Closing date: 23rd October, 1986. (33644) 110022

### SURREY
EDUCATION COMMITTEE
BURHILL COUNTY FIRST SCHOOL
Pleasant Place, Horsham, Surrey
An enthusiastic and experienced First School teacher is required for January 1987 to initially teach a class of 6-7 year olds. An interest in science and/or computers would be an advantage.
Application forms from: Area Education Officer, Motcomb Hill, Weybridge, Surrey KT13 8RS Tel: Weybridge 32811. (33604) 110022

### SUTTON
LONDON BOROUGH OF SUTTON
HIGH VIEW PRIMARY SCHOOL
The Chase, Wallington, Surrey SM6 8HT
TEACHER
An enthusiastic class teacher required for January 1987, for a middle/top infant class intake, but willing to be flexible, to take date. Musical ability and an interest in the life of the school would be an advantage.
Application form available from the Director of Education, The Grove, Carshalton, Surrey SM5 3AL (s.a.e. please), to date 23rd October, 1986. (33558) 110022

### V.S.O.
Please see V.S.O. display ad under overseas appointments. (32681) 110022

### WEST SUSSEX
ALDINGSBOURNE C. PRIMARY SCHOOL
(Group 2)
Salary Scale 1
Required January, 1987 permanent Scale 1 Teacher. Applicants should be confident in working as a member of a professional team in an open-plan school where learning stems from first hand experience. Initially the post will be for a middle junior age class.
Application form and further details available from the Headteacher, Aldingbourne C. Junior School, Westergate Street, Westergate, Chichester PO20 6QR (s.a.e. please).
Closing date: 20th October, 1986. (33652) 110022

### WEST SUSSEX
ST. FRANCIS R.C. FIRST SCHOOL
Southgate Drive, Southgate, Crawley, Sussex
Required January, 1987 for one or two terms initially, an enthusiastic infant teacher able to use modern methods and create a happy welcoming atmosphere in the classroom. Practising Roman Catholic preferred.
Application form from Area Education Office, Goffs Park House, Horsham Road, Crawley, Sussex on receipt of s.a.e. (33573) 110022

### WEST SUSSEX
ASSISTANT TEACHERS
DOWNSBROOK COUNTY MIDDLE SCHOOL
Salary: Scale 1 (Scale 2 available)
Required for January, 1987 - two enthusiastic teachers committed to child centred learning. Experience in co-ordinating Physical Education would be an advantage for one of the posts and a Scale 2 would be available for a suitable applicant.
Further details and application form available from the Headteacher, Downsbrook C. Middle School, Penfold Road, Worthing. Visits welcomed. S.A.E. please. (33587) 110022

### WEST SUSSEX
ASSISTANT TEACHER
GLEBE COUNTY MIDDLE SCHOOL
Salary: Scale 1
Required January, 1987. Scale 1 Teacher to teach FRENCH to the 2nd, 3rd and 4th years of the school. Possibility of Scale 2 post to a suitably qualified candidate.
Application form and further details from Headmaster, Glebe C. Middle School, Church Lane, Southwick, Brighton, Sussex. (s.a.e. please). (33560) 110022

### WILTSHIRE
Please see display advertisement on Page 54. (12931) 110022

## Remedial and Special Needs Teaching Posts

### Scale 1 Posts

### WILTSHIRE
Please see display advertisement on Page 54. (12932) 110022

## Middle School Education

### Headships

### DORSET
READVERTISEMENT
FERNDOWN C. MIDDLE SCHOOL
Church Road, Ferndown
(Age range 9-13)
Required April, 1987 HEADTEACHER (GROUP 7)
Details and application form from the Staffing Officer, Education Office, Portman House, Richmond Hill, Bournemouth BH2 6EE on receipt of s.a.e. Would prospective applicants please indicate if they wish to be reconsidered.
Closing date 17 October 1986. (97873) 130010

## Deputy Headships
## Second Masters/ Mistresses

### HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
SEWARD MIDDLE SCHOOL
Edward Street, Grimsby
DN32 0EL
Required for January, 1987: DEPUTY HEAD, GROUP 4
An experienced, innovative classroom teacher, who is both sympathetic and caring is required.
The successful applicant will be willing to make a significant contribution to the life of the school and be prepared to play a leading role in curriculum development and administration.
Application forms, obtainable from the Divisional Education Office, Wisemore Street, Grimsby (s.a.e. please) or s.a.e. should be returned to the Head Teacher at the school by 20th October, 1986. (33933) 130010

THE TIMES EDUCATIONAL SUPPLEMENT 10.10.86 

## MIDDLE SCHOOL EDUCATION
continued

## Science

## Heads of Department

### MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
HILLCROSS MIDDLE SCHOOL
Aberdale Way, Morden, Surrey SM4 4ED
Tel: 01-545 6936
Head Teacher: Mrs M.D. Etherington, B.A., Dip.Ed.
Age Range: 9-13 years
No. on Roll: 456
Head of Science Department Scale 2 required from January, 1987.
CLOSING DATE: A.S.A.P.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (33623) 124818

## Scale 2 Posts and above

### BEDFORDSHIRE
EDUCATION SERVICE
NEWNHAM MIDDLE SCHOOL
Bird Avenue, Bedford
Tel: Bedford (0234) 59855
Required for January, 1987 a teacher to co-ordinate science teaching in the school. Scale two.
Application forms and further details from the Headmaster, S.A.E. please.
An Equal Opportunities Employer. (33763) 124820

## Other than by Subject Classification

## Scale 2 Posts and above

### HEREFORD AND WORCESTER
COUNTY COUNCIL
REDDITCH, DINGLESIDE MIDDLE SCHOOL
Woodrow Northway, Redditch, Worcs. B98 7SH
Required from January 1987, an Assistant Teacher who will act as a Year Co-ordinator.
Candidates should be formative middle school teachers who have experience in organising the teaching of a subject area in a 9-13 middle school.
Candidates must also be prepared to assist in the teaching of boys' games. Scale 2.
Application forms and further details are available from the Headteacher (S.A.E. please).
LODGE FARM MIDDLE SCHOOL
Studley Road, Redditch B98 7HN
Required for January 1987 Teacher to work with younger children in this 9-13 Middle School and to offer some specialism in Music.
Scale 2 available for a teacher with relevant experience to be prepared to undertake full responsibility for the Musical activities of the school.
Further details available from the Headmaster but completed application forms or C.V. must be returned before 20th October. (33411) 125630

## Scale 1 Posts

### SUFFOLK
COUNTY COUNCIL
ELM TREE MIDDLE SCHOOL
Ranworth Avenue, Lowestoft NR33 8BQ
9-13 : 460 pupils
Required for January, 1987, a lively, imaginative French Co-ordinator Scale 1/2.
The successful candidate will have wide curricular interests to co-ordinate French teaching in this 9-13 middle school.
Application forms and further details available from the Headteacher at the school concerned (s.a.e.) to whom they should be returned. (33843) 125629

## Music

## Scale 2 Posts and above

### BUCKINGHAMSHIRE
MILTON KEYNES AREA
ALEX CAMPBELL COUNTY MIDDLE SCHOOL
A Music Specialist
See under Primary Scale 2 posts. (33847) 125629

### HEREFORD AND WORCESTER
COUNTY COUNCIL
Please see main advert under other than by subject. Scale 1 posts. (33413) 125629

## Scale 1 Posts

### DEVON
COUNTY COUNCIL
Please see display advertisement on Page 55. (32685) 125628

## English

## Scale 2 Posts and above

### SUFFOLK
COUNTY COUNCIL
ELM TREE MIDDLE SCHOOL
Ranworth Avenue, Lowestoft NR33 8BQ
9-13 : 460 pupils
Required for January, 1987, a lively, imaginative French Co-ordinator Scale 1/2.
The successful candidate will have wide curricular interests to co-ordinate French teaching in this 9-13 middle school.
Application forms and further details available from the Headteacher at the school concerned (s.a.e.) to whom they should be returned. (33843) 125629

## Modern Languages

## Scale 2 Posts and above

### SUFFOLK
COUNTY COUNCIL
ELM TREE MIDDLE SCHOOL
Ranworth Avenue, Lowestoft NR33 8BQ
9-13 : 460 pupils
Required for January, 1987, a lively, imaginative French Co-ordinator Scale 1/2.
The successful candidate will have wide curricular interests to co-ordinate French teaching in this 9-13 middle school.
Application forms and further details available from the Headteacher at the school concerned (s.a.e.) to whom they should be returned. (33843) 125629

## Scale 1 Posts

### MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
WILLIAM MORRIS MIDDLE SCHOOL
Recreation Way, Mitcham, Surrey CR4 1JS
Tel: 01-764 9765
Head Teacher: Mr. R. Clasby
Age Range: 9-13 years
No. on Roll: 433
Required as from 27th October, Temporary General Subjects Teacher to cover a Maternity leave.
CLOSING DATE: A.S.A.P.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (33620) 125622

## NORTHAMPTONSHIRE

### THRAPSTON KING JOHN SCHOOL
Market Road, Thrapston, Kettering, Northants. NN14 4JU
Required January 1987 at this 9 to 13 Middle School two teachers capable of teaching the normal range of classroom subjects together with at least one of the following specialisms:
French, P.E./Dance, Art/Craft.
Application form and further details available from the Headmaster on receipt of s.a.e.
Closing date 24 October 1986.
Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (33613) 125622

## Scale 1 Posts

### MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
WILLIAM MORRIS MIDDLE SCHOOL
Recreation Way, Mitcham, Surrey CR4 1JS
Tel: 01-764 9765
Head Teacher: Mr. R. Clasby
Age Range: 9-13 years
No. on Roll: 433
Required as from 27th October, Temporary General Subjects Teacher to cover a Maternity leave.
CLOSING DATE: A.S.A.P.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (33620) 125622

## NORTHAMPTONSHIRE

### THRAPSTON KING JOHN SCHOOL
Market Road, Thrapston, Kettering, Northants. NN14 4JU
Required January 1987 at this 9 to 13 Middle School two teachers capable of teaching the normal range of classroom subjects together with at least one of the following specialisms:
French, P.E./Dance, Art/Craft.
Application form and further details available from the Headmaster on receipt of s.a.e.
Closing date 24 October 1986.
Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (33613) 125622

## Deputy Headships
## Second Masters/ Mistresses

### OLDHAM
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
HOLY ROSARY R.C. PRIMARY SCHOOL
Fir Tree Avenue, Fitton Hill, Oldham
MIDDLE JUNIOR TEACHER - Scale 1
Required for January 1987.
Ability to offer either Music, Science or Girls Games would be an advantage.
Practising Catholic preferred.
Application forms (sae) from the Director of Education, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP, returnable to Rev. P. Nicklin, Holy Rosary Presbytery, Fir Tree Avenue, Oldham, by the 22nd October. (33536) 125622

## Secondary Education

## Headships

### DEVON
COUNTY COUNCIL
Please see display advertisement on Page 55. (32687) 130010

## Scale 1 Posts

### WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
WIRRAL GRAMMAR SCHOOL FOR BOYS
Cross Lane, Bebington, Wirral, L63 3AQ
(N.G.R. 878 Including 208 in 6th Form)
Required for 1st May, 1987 HEAD TEACHER
for this Group 11 Grammar School. The Authority is currently considering a programme of consultation in this part of Wirral with a view to the possible reorganisation of Schools on Comprehensive lines.
Application forms and further details are available from the Director of Education, Municipal Offices, Cleveland Street, Birkenhead L41 6NH, to whom completed forms should be returned by 31st October, 1986.

### CALDAY GRANGE GRAMMAR SCHOOL FOR BOYS
Grammar School Lane, West Kirby, Wirral L48 8AU
(N.G.R. 1052 including 265 in 6th Form)
Required for 1st May, 1987 HEAD TEACHER
for this Group 12 Grammar School. The Authority is currently considering a programme of consultation in this part of Wirral with a view to the possible reorganisation of Schools on Comprehensive lines.
Application forms and further details are available from the Director of Education, Municipal Offices, Cleveland Street, Birkenhead L41 6NH, to whom completed forms should be returned by 31st October, 1986. (32807) 130010

## Remedial and Special Needs Teaching Posts

## Heads of Department

### DORSET
THE WOODROFFE SCHOOL
Lyme Regis DT7 3LS
(Group 10, 718 Day and Boarding)
Required for April 1987, DEPUTY HEADTEACHER, the present job description includes responsibility for the day to day administration, links with external agencies and aspects of the curriculum relating to the pastoral framework.
Further details and application form (please send large s.a.e. to the Headmaster, Closing date 29th October. (33831) 130012

### EAST SUSSEX
BEACON SCHOOL
East Beeches Road, Crowborough TN6 2AS
Comprehensive mixed, 11-18. Roll: 1850
From April 1987: Deputy Head for this Group 14 school with links and parental support. Lower school site for first two years. Sixth form of about 300.
Relocation grants in approved cases.
Application forms and further details (sae please) from and returnable to the Headmaster (SAE please) as soon as possible. (33857) 130013

### EAST SUSSEX
ST RICHARD'S R.C. COMPREHENSIVE SCHOOL
Ashdown Road, Bexhill-on-Sea TN40 1SS
Comprehensive, 11-16. Roll: 600
From January 1987 or as soon as possible, Head of Middle School (Scale 3) to lead an enthusiastic team of teachers. Practising Catholic preferred.
Relocation grants in approved cases.
Apply by letter to the Headmaster, enclosing c.v. together with the names and addresses of two referees. Closing date: October 24th. (33568) 130012

### HEREFORD AND WORCESTER
COUNTY COUNCIL
ROSS-ON-WYE, THE JOHN KYRLE HIGH SCHOOL
Ledbury Road, Ross-on-Wye, Herefordshire HR9 7EP
(co-educational 11-18 comprehensive, 1250 on roll, 140 in Sixth Form. Group 13)
Required for January 1987, or as soon as possible, Deputy Head Teacher for this rural comprehensive school. In the first instance, the post will entail administrative duties other than those of curriculum and time-tabling.
Application form (s.a.e.) from the Head Teacher. (33412) 130012

### KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SOUTH KENT AREA
DEAL COMMUNITY SCHOOL
Mill Road, Deal, Kent
Group 10, Roll 740
DEPUTY HEADSHIP
Required January 1987 for this mixed non-selective school a Graduate holding a major responsibility in a school organisation and with varied teaching experience. The responsibilities and duties of the post will be negotiable according to the expertise of the successful candidate and the School's own Senior Management Team.
Application forms and further particulars available from Headmaster (SAE please).
CLOSING DATE 24th October 1986. (33832) 130013

### WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
WIRRAL COUNTY GRAMMAR SCHOOL FOR GIRLS
Heath Road, Bebington, Wirral L63 3AP
940 girls 11-18 with over 250 in the Sixth Form
Applications are invited for the post of DEPUTY HEAD in this Group 11 Girls' Grammar School for JANUARY, 1987.
The successful candidate should administration, management and initiative and will be expected to make a significant contribution to the running of the school by taking responsibility for various managerial functions and by teaching. The exact nature of the contribution will partly be determined by the strengths of the person appointed, but it will include school administration, discipline, staff development and general oversight of buildings and furnishings.
Letters of application should be sent to the Headmistress by 20th October, 1986 with curriculum vitae and names and addresses of two referees. (33597) 130019

### HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
DRIFFIELD SCHOOL
Manorfield Road, Driffield YO25 7HR
(Rural comprehensive, 11-18 years. N.O.R. 1140)
SECOND MASTER/MISTRESS (SCALE 3)
Required for January, 1987 or as soon as possible thereafter. Applications are invited from teachers with successful managerial experience in comprehensive schools, for a post mainly responsible for the daily administration of the middle school building and the academic and pastoral welfare of 3rd and 4th year pupils.
Application forms and further details are available from the Head of the school (S.A.E. please) to whom completed forms should be returned by 20th October, 1986. (33403) 130012

### WALSALL
QUEEN MARY'S GRAMMAR SCHOOL
Sutton Road, Walsall, West Midlands WS5 3PG
Selective Boys' Grammar School of 660 boys 180 in Sixth Form
Group 10
Applications are invited for the post of Second Deputy Head for January 1987 following the appointment of the present holder to the Headship of The Holme Grammar School, Oldham.
Applications in writing to the Headmaster at the school, naming two referees.
Closing date for receipt of applications 20th October, 1986.
Walsall is an Equal Opportunity Employer. (33596) 130015

### WILTSHIRE
HIGHBURY SECONDARY MODERN SCHOOL
Salisbury SP1 1RE
Tel: 07222 8536
Headmaster: W. Reilly, B.Sc., M.Ed.
Age range: 11-16
NOR: 605 boys
Required from April 1987, a Deputy Head responsible for the day to day administration, links with external agencies and aspects of the curriculum relating to the pastoral framework.
Further details and application form (please send large s.a.e. to the Headmaster. Closing date 29th October. (33831) 130012

### EAST SUSSEX
BEACON SCHOOL
East Beeches Road, Crowborough TN6 2AS
Comprehensive mixed, 11-18. Roll: 1850
From April 1987: Deputy Head for this Group 14 school with links and parental support. Lower school site for first two years. Sixth form of about 300.
Relocation grants in approved cases.
Application forms and further details (sae please) from and returnable to the Headmaster (SAE please) as soon as possible. (33857) 130013

### EAST SUSSEX
ST RICHARD'S R.C. COMPREHENSIVE SCHOOL
Ashdown Road, Bexhill-on-Sea TN40 1SS
Comprehensive, 11-16. Roll: 600
From January 1987 or as soon as possible, Head of Middle School (Scale 3) to lead an enthusiastic team of teachers. Practising Catholic preferred.
Relocation grants in approved cases.
Apply by letter to the Headmaster, enclosing c.v. together with the names and addresses of two referees. Closing date: October 24th. (33568) 130012

### CHESHIRE
SANDBACH SCHOOL
Sandbach is a Boys' (Special Assessed) 11-18 Comprehensive School. Group 13
REQUIRED for January or April 1987 a HEAD OF SPECIAL NEEDS DEPARTMENT (Scale 3).
Applications by letter to the Head Master, Sandbach School, Crewe Road, Sandbach CW11 0NT. Tel: 0270 763321, including C.V. and names, addresses and telephone numbers of referees.
Closing date: 20th October, 1986. (33716) 131018

### HEREFORD AND WORCESTER
COUNTY COUNCIL
BRIDLEY MOOR HIGH SCHOOL
Redditch, Worcs. B97 6HT
(13-18 mixed, comprehensive with about 800 pupils, including over 80 in the Sixth Form)
Required from January 1987 Head of Department of Special Educational Needs (Scale 3). Applicants should specify their subject teaching strengths.
For further details of the School and of the post please apply to the Headmaster (s.a.e. foolscap) without delay. (33414) 131018

### HEREFORD AND WORCESTER
COUNTY COUNCIL
BRIDLEY MOOR HIGH SCHOOL
Redditch, Worcs. B97 6HT
(13-18 mixed, comprehensive with about 800 pupils, including over 80 in the Sixth Form)
Required from January 1987 Head of Department of Special Educational Needs (Scale 3). Applicants should specify their subject teaching strengths.
For further details of the School and of the post please apply to the Headmaster (s.a.e. foolscap) without delay. (33414) 131018

EDUCATION DEPARTMENT
EAST KENT AREA

**St. Anselm's Catholic Comprehensive School, Old Dover Road, Canterbury, Kent CT1 3EN.**

Appointment of

# Head Teacher

**(Group 10)**

The Governors invite applications from graduate practising Roman Catholic teachers for the post of Head Teacher of this 5 form entry mixed purpose built comprehensive school. The appointment is to take effect from April 1987 or earlier if possible.

Closing date 3rd November 1986.

Application forms and further details may be obtained from the Clerk to the Governors at the school (SAE please).

(02787)

KENT COUNTY COUNCIL

**Queen Elizabeth's School, Wimborne Minster, Dorset BH21 4DT (13-18 Comprehensive)**

Required for Easter, 1987 a HEAD TEACHER for this Group 13 comprehensive school. Number on roll 1400, 250 in the Sixth Form.

**Application forms and further particulars from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER on receipt of s.a.e.**

This is a re-advertisement and previous applicants are still under consideration.

Closing date 24th October, 1986. (04748)

DORSET County Council

EDUCATION DEPARTMENT
NORTH KENT AREA
Appointment of

# Headteacher

**Sheerness, The Lady Anne Cheyne Middle School for Girls (Group 6; Estimated Roll January 1987 — 394)**

Applications are invited for the post of Headteacher, commencing Summer Term 1987, for this Middle School situated on the Isle of Sheppey. The Authority is looking for well-qualified and experienced candidates for this school, serving the age range 9-13 years. Assistance with removal and other related expenses is available in approved circumstances.

**Application forms and further details for this post available from and returnable to The Area Education Officer (Ref P), Fort Pitt House, New Road, Rochester, ME1 1DU. Closing date 31st October 1986.** (02783)

KENT COUNTY COUNCIL

# HEADSHIP

St Louis Roman Catholic Voluntary Aided Middle School

*Group 6: Ages 9 - 13 Number on Role: 412*

Applications are invited from suitably qualified, committed Catholics for the post of Head Teacher of this well-established Middle School which draws its pupils from a wide catchment area and is embarking on an exciting new phase of its development.

Further details and applications forms are available from the Chairman of the Governors, c/o St Louis RCVA Middle School, St Andrew's Street, Bury St Edmunds, Suffolk IP33 3PH (foolscap s.a.e. please), to whom completed applications should be returned by Friday, 31st October 1986. (02784)

Suffolk County Council

# Wiltshire

THE JOHN BENTLEY (VOLUNTEER CONTROLLED) SCHOOL
SILVER STREET, CALNE SH11 8YH

Group 11 NOR 1234

# HEAD TEACHER

Applications are invited for the post of Head Teacher of the John Bentley (V.C.) School, Calne.

The vacancy occurs at the beginning of the Summer Term, 1987, following the retirement after ten years service of Mr. A. R. Murphy, M.A.

The School is situated on two sites which at present each receive half the full age and ability range of pupils. It is an 11 to 16 mixed comprehensive school, formed by by amalgamation in 1974, which serves the whole of Calne together with surrounding villages.

The Governors seek a candidate with experience, capability and enthusiasm to lead this well established school and further develop its school and community links.

Application forms and further details (s.a.e.) from and returnable to the Chief Education Officer, Education Department, (Ref. ST/T/SCD), Trowbridge by 31st October, 1986.

*AN EQUAL OPPORTUNITY EMPLOYER* (02718)

**Watford Grammar School for Girls, Lady's Close, Watford**
**Roll: 951 Girls all ability 212 in 6th form**

# Head Group 11

Applications are invited from suitably qualified and experienced teachers for the Headship of this School from April 1987 on the retirement of the present Head. London fringe allowance £282.

**Application form and further details from the Divisional Education Officer (please enclose s.a.e.) Little Cassiobury, 31 Hempstead Road, Watford WD1 3EY to be returned by Friday 24th October 1986.** (04777)

Hertfordshire County Council
An Equal Opportunity Employer

SECONDARY REMEDIAL & SPECIAL NEEDS
continued

**HILLINGDON**
LONDON BOROUGH OF HILLINGDON

BARNHILL SCHOOL
Owen Road, Hayes UB4 0LD

Number on roll: 493, 10 in sixth form

Headteacher: Mr A.R. Silver, B.A.

Required for January 1987, a Head of Special Needs (Scale 4) to develop and co-ordinate a learning support strategy to cater for the entire age and ability range in this 11 to 18 mixed comprehensive school. Burnhill has recently undergone an extensive rebuilding programme to include a purpose built Special Needs suite and a treatment centre for physically handicapped pupils. The successful candidate will have a wide range of experience in the teaching of pupils with special educational needs, including physically handicapped pupils and must be fully committed to the total integration of these pupils in line with the 1981 Education Act.

Further details and an application form may be obtained from the Headmaster. Applications by form or letter should reach the school within 10 days of the appearance of this advertisement.

Outer London Allowance Payable. (33640) 131018

**OXFORDSHIRE**
COUNTY COUNCIL
WHEATLEY PARK SCHOOL
Horton, Oxford OX6 1QH
Tel: Wheatley 2441
Roll 1210. 11-18
Required for January, 1987 a Co-ordinator for Special Needs in this large Comprehensive School. Scale 3 available for a suitably qualified and experienced candidate who will be expected to co-ordinate all special needs throughout the school from Years 7-17.

Apply by 17th October, 1986 by letter to the Head outlining age, qualifications, experience, and giving the names and addresses of two educational referees.

Further particulars available upon receipt of S.A.E. (33383) 131018

## Scale 2 Posts and above

**AVON COUNTY**
SPEEDWELL SCHOOL
Speedwell Road, Kingswood, Bristol BS15 1NU

Required from 1st January 1987, a Scale 3 teacher to be second in charge of recently established Support Unit integrated into Speedwell Comprehensive School. (Group 1). The Unit works primarily with children in care. Experience in teaching children who have emotional and behavioural difficulties is necessary for the post. An advanced qualification relating to the Special Needs advantage.

Additional duties (15 hours) per week ARA are also a required condition.

Further details from and letters of application to the Headteacher immediately giving full c.v. and names and addresses of two referees enclosing s.a.e.

Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (33366) 131030

**CAMBRIDGESHIRE**
EQUAL OPPORTUNITY EMPLOYER
STANGROUND SCHOOL
Peterborough Road, Farcet, Peterborough PE7 3AW
(Nr Peterborough 5471)
Head Teacher: Mr B.C. Barker, M.A. (Cantab).
(11-16 Co-education)
GROUP 2 Scale 3
Required for January 1987 or as soon as possible thereafter:-

Scale 3 teacher to assist with meeting special needs in this comprehensive school.

Possible housing assistance.

Further details and an application form available from the Head Teacher at the above address (s.a.e.). Closing date 24th October. (33388) 131030

**HILLINGDON**
LONDON BOROUGH OF HILLINGDON

HARLINGTON SCHOOL
Pinkwell Lane, Hayes UB3 1PB

Number on roll: 962, 108 in sixth form

Headteacher: Mr T.B. McCully, B.A.

Required for January 1987, an experienced teacher of pupils with special needs (Scale 1 or 2).

The successful candidate will have a particular interest in reading and will work as support in Lower School mainstream classes and with small withdrawal groups.

Letter of application and CV to the Headteacher of the school as soon as possible.

Outer London Allowance Payable. (33099) 131022

**AVON COUNTY**
FILTON HIGH SCHOOL
New Road, Stoke Gifford, Bristol BS12 6GT
Required from 1st January, 1987, a teacher to work in the Support Support Unit with pupils with emotional and behavioural difficulties. Experience of remedial teaching in Maths and English desirable and interest in art therapy an advantage.

Applicants will be required to act as tutor to a mixed ability tutor group in an established pastoral system.

Further details from and letters of application to the Headteacher (immediately), giving full c.v. and names and addresses of two referees, enclosing s.a.e.

Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (33357) 131022

**AVON COUNTY**
FILTON HIGH SCHOOL
New Road, Stoke Gifford, Bristol BS12 6GT
Required from 1st January, 1987, a teacher to work in the Support Support Unit with pupils with emotional and behavioural difficulties. Experience of remedial teaching in Maths and English desirable and interest in art therapy an advantage.

Applicants will be required to act as tutor to a mixed ability tutor group in an established pastoral system.

Further details from and letters of application to the Headteacher (immediately), giving full c.v. and names and addresses of two referees, enclosing s.a.e.

Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (33355) 131022

**DEVON**
COUNTY COUNCIL
Please see display advertisement on Page 59. (32689) 131022

**KINGSTON UPON THAMES**
ROYAL BOROUGH OF KINGSTON UPON THAMES
HOLLY HILL SCHOOL
Burbiston Hill Road, Surbiton, Surrey KT5 2NT
Tel: 01-399 2657
No. Roll: 1018; co-ed.; 11-18 years
For January, 1987, a PART-TIME TEACHER required to assist in the Special Skills Department, and to teach some Art.

The teaching timetable comprises:
Tuesday all day.
Wednesday afternoon.
Thursday afternoon.
Friday - all day.

Scale 1 and London Allowance £726 pro rata.

Please telephone the Acting Headmistress at the school for further details and from whom an application form may be obtained. Completed forms should be returned to her by no later than Thursday, 23rd October, 1986. (33365) 131022

**REDBRIDGE**
BEAL HIGH SCHOOL
Woodford Bridge Road, Ilford, Essex IG4 5LF

Tel: 01-550 2733/4120

Head: M.J. Manuel, M.A.

Required for January 1987: Teacher of Remedial Studies. To join a soundly-based Department in this well-established 11-18 mixed comprehensive school with a sixth form of 180 pupils. The successful candidate will be expected to take a special interest in the 11-14 age group. The post is on Scale 1 with Outer London Allowance: assistance with lunch fees for house purchase and resettlement expenses where appropriate is given in approved cases.

Please apply in writing to the Headmaster as soon as possible, giving full particulars and the names and addresses of 2 professional referees. (33390) 131022

## Scale 1 Posts

**BERKSHIRE**
ROYAL COUNTY OF BERKSHIRE
SLOUGH & ETON C.E. SECONDARY SCHOOL
Ragstone Road, Slough SL1 3YF
N.O.R.: 485
Required in January for two terms only, A TEACHER FOR ART AND CRAFT (Scale 1).

Further particulars and application forms available from the Headteacher.

An Equal Opportunity employer. (33198) 131022

**SURREY**
EDUCATION COMMITTEE
ABBEY LANDS SCHOOL
School Lane, Cobham, Surrey KT11 3TE
(11-16 Mixed Comprehensive N.O.R. 850)
A Member of SPECIAL NEEDS required to join forward-looking department implementing wide-ranging policies in line with modern thinking, well equipped base rooms and c.d. developing resource centre.

Further details and application form available from Staffing Section, Surrey County Hall, Weybridge KT13 9DN. (33068) 131022

**KNOWSLEY**
ST EDMUND ARROWSMITH RC COMPREHENSIVE SCHOOL
Southdene Lane, Whiston, Merseyside L35 7JD
(395 pupils on roll, including 60 in sixth form)
Scale 2 teacher required for 1 January 1987, to be responsible for the Special Needs Department within the school.

Further information from the Headteacher (s.a.e.).

Applications by letter, including full c.v. and names of two referees to the Headteacher by 24 October 1986. (33379) 131020

Required for January 1987, a Head of Special Needs (Scale 4) to develop and co-ordinate a learning support strategy to cater for the entire age and ability range in this 11 to 18 mixed comprehensive school. Burnhill has recently undergone an extensive rebuilding programme to include a purpose built Special Needs suite and a treatment centre for physically handicapped pupils. The successful candidate will have a wide range of experience in the teaching of pupils with special educational needs, including physically handicapped pupils and must be fully committed to the total integration of these pupils in line with the 1981 Education Act.

Further details and an application form may be obtained from the Headmaster. Applications by form or letter should reach the school within 10 days of the appearance of this advertisement.

Outer London Allowance Payable. (33640) 131018

## By Subject Classification

## Art and Design

## Heads of Department

**HERTFORDSHIRE**
NOBEL SCHOOL
Mobbsbury Way, Stevenage SG2 0HS
Tel: Stevenage 352467
Headmaster J.L. Ross, M.A.
(730 boys and girls, all ability. 70 in Sixth Form)
Required for January 1987 an enthusiastic pottery teacher to join an art department of three. Other three dimensional work would also be welcome. The department has a fully equipped pottery room as well as two large Art rooms and a Sixth Form studio.

Letters of application (no forms) to the Headmaster with full curriculum vitae and the names and addresses of two referees. (33321) 131222

**AVON COUNTY**
FILTON HIGH SCHOOL
New Road, Stoke Gifford, Bristol BS12 6GT
Required from 1st January 1987, Head of Art and Design (Scale 3) to lead a large and well-equipped department with four specialist staff. Interest in the development of cross circular links and extra curricular activities will be advantageous.

Applicants must be prepared to act as tutor to a mixed ability tutor group in an established pastoral system.

Further details from and letters of application to the Headteacher immediately giving full c.v. and names and addresses of two referees, enclosing s.a.e.

Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (33358) 131218

**ESSEX**
ST. ANSELM'S ROMAN CATHOLIC SCHOOL
Ghyllgrove, Basildon, Essex SS14 3LA
Tel: Basildon 281234
(Roll 629)
HEAD OF ART - SCALE 3
(London Fringe allowance £922)
Required from January experienced teacher to run well equipped department. Catholic preferred. School run by De La Salle Brothers.

Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please). (32546) 131218

**LEICESTERSHIRE**
COUNTY COUNCIL
An Equal Opportunity Employer

WINSTANLEY HIGH SCHOOL & COMMUNITY COLLEGE
Kingsway North, Braunstone, Leicester LE3 3BD

(11-14)
NOR: 550
DESIGN/CDT (both if possible)
Scale 1/2

Required for January, a teacher of 3D Design with the ability to work in a number of fields such as Wood, Metal, Technology, Electronics, Computing, etc., to join a multi-disciplinary team of five Design teachers. Scale 2 post is available until August 1987 at present.

Please contact the Headteacher for further details and application forms (Ealing). (33359) 131222

**ORKNEY ISLANDS COUNCIL**
EDUCATION DEPARTMENT
ASSISTANT TEACHER OF ART, KIRKWALL GRAMMAR SCHOOL
Applicants must be registered with the General Teaching Council for Scotland.

Kirkwall Grammar School is a six-year comprehensive school with a roll of approximately 870 pupils.

The Salary is in accordance with the Scottish Teachers Salaries Agreement plus an island allowance of £337 per annum.

Further details and application forms (to be returned not later than Monday 20th October, 1986) may be obtained from the Director of Education and Recreation Services, Council Offices, Kirkwall, Orkney. (33385) 131223

**WEST SUSSEX**
TEACHER OF DESIGN
WORTHING HIGH SCHOOL
Salary: Scale 1
Required November, 1986 at this mixed comprehensive school of 850 pupils aged 12-16 years, TEACHER OF DESIGN with particular interest in 3-D ART. In the first instance this will be a temporary appointment to cover maternity leave.

Application forms and details from Headmaster, Worthing High School, Broadwater Farm Road, Worthing, West Sussex. BN14 7AR. (s.a.e. please). (33376) 131222

**WEST SUSSEX**
TEACHER OF ART & DESIGN
THE LITTLEHAMPTON SCHOOL
Salary: Scale 1
Required for January at this mixed comprehensive school (11-18 years - 1560 pupils) a teacher of ART & DESIGN to join an enthusiastic Department team.

The appointed should be able to teach general and painting skills as well as some Ceramics/3-D work up to GCSE level. This could be either a permanent or a temporary post for two terms.

Also required for January to cover two terms maternity leave, teacher of ART & DESIGN at GCSE level.

Please write to the Headmaster, The Littlehampton School, Littlehampton, West Sussex, giving relevant personal details and names and addresses of two referees. (33863) 131222

## Careers

## Scale 2 Posts and above

**SUNDERLAND**
BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
MONKWEARMOUTH SOUTH SCHOOL
Tower Crescent, Sunderland SR5 3LG
(Group 1)
Required for 1st January, 1987:

CO-ORDINATOR FOR PERSONAL AND SOCIAL DEVELOPMENT/CAREERS AND VOCATIONAL GUIDANCE (SCALE 3).

An enthusiastic teacher is required to develop and administer the school's existing Careers and Vocational Guidance provision and to plan, organise and co-ordinate a course of Personal and Social Development, as part of the core curriculum.

The postholder will encourage cross-curricular links to ensure a broad and balanced approach.

Application forms are obtainable from the Headteacher at the school on receipt of a stamped addressed envelope to be returned to him by 24th October, 1986. (33354) 131420

## Scale 1 Posts

**LONDON W6**
THE SACRED HEART HIGH SCHOOL
212 Hammersmith Road W6 7DG
Tel: 01-748 7600
(Girls R.C. Comprehensive)
Roll: 537
Headmistress: Sister M. Russell
Required from January, 1987 a part-time teacher (Careers) preferably Careers/Sociology but Careers with some other specialism would be considered.

Letters of application with full c.v. to the Headmistress. Closing date: 24th October, 1986. (33350) 131422





## Commercial Subjects

## Scale 1 Posts

**REDBRIDGE**
CHADWELL HEATH HIGH SCHOOL
Christie Gardens, Chadwell Heath, Romford, Essex RM6 4SB

Tel: 01-599 2600

Head: Mrs. D. Watkins, B.Ed.

Required for January 1987: teacher of Commercial Subjects for this 11-18 mixed single site comprehensive school. Business Studies courses in TVEI and CPVE have recently been introduced (Dept. 30) and the teacher is sought who is interested in the development of negotiated learning programmes and the teaching of word processing and computer skills and applications in the business world. Opportunity for a suitably qualified applicant to teach Economics in previous levels which could include 'A' levels.

This the post is on Scale 1 with Outer London Allowance. Candidates should examine and other fringe benefits payable in approved cases.

Please apply in writing direct to the Headteacher of the school, giving full details of qualifications and experience and the names, addresses and telephone number of 2 professional referees. (33585) 131222

## Computer Studies

## Heads of Department

**KENT**
CRANBROOK SCHOOL
Kent
HEAD OF COMPUTING - SCALE 3
For January 1987, a well qualified teacher of Computer Studies and 'A' Level Mathematics to take over this well established department. We have a network of 25 Nimbus computers and intend to increase this substantially. Cranbrook is a co-educational Voluntary Aided 13-18 selective Upper School 750 pupils including 300 Sixth Forms and 300 boarders, with 40 pupils aiming for 'b' and 'A' Levels. Excellent opportunities for this growing department and plenty of drive and work needed. Willingness to help with games, and extra-curricular activities would be an advantage.

Please write, or phone the Headmaster's Secretary, Cranbrook School, Cranbrook, Kent TN17 3JD. Tel: 580 714554, for further details and application forms. Closing date 17th October. (33444) 132033

**STAFFORDSHIRE**
ST. THOMAS MORE R.C./C.E. COMPREHENSIVE SCHOOL
Congreve Hall Road, Longton, Stoke on Trent ST3 5NJ
Re-advertisement
HEAD OF COMPUTER STUDIES/CO-ORDINATOR OF COMPUTER EDUCATION (Scale 3)
Required for 1st January, 1987, experienced teacher of Computer Studies to lead a team in the teaching of G.C.S.E. Computer Studies and CAT. Other responsibilities will include management of a distributed computer network and co-ordination of computers across the curriculum.

Certificate preferred.

Application forms, obtainable from and returnable to the Headteacher (s.a.e.).

Canvassing will disqualify.
Closing date 10 days from publication.
Trade Union membership encouraged.
An Equal Opportunity employer.
STAFFORDSHIRE COUNTY COUNCIL. (33313) 131022

## Scale 2 Posts and above

**BROMLEY**
RAVENS WOOD SCHOOL FOR BOYS
Oakley Road, Bromley, Kent BR1 2RW
Tel: Farnborough 54080
For January 1987 (in this first form entry) boys comprehensive Schools, a Deputy Head (Scale 3, 2 or 3 depending on qualifications and experience) plus Outer London Allowance to assist the Head of Department in the further development of Information Studies (Supply and Computer Studies). Much of the work will be in Information Technology and Computer Studies. Willingness to help with games, extra-curricular activities would be an advantage.

Please write, or phone the Headmaster's Secretary (Mrs Oakley) at the school. Further details available from the Headmaster. Applications should be sent to the Headmaster. (33361) 131222



## Craft, Design & Technology

## Heads of Department

**HAMPSHIRE**
BRIGHTON HILL COMMUNITY SCHOOL
Brighton Way, Basingstoke, Hants. RG21 4QH
(Nr Basingstoke 30606)
Mixed Comprehensive School 11-18
C.D.T. - CRAFT DESIGN AND TECHNOLOGY
HEAD OF CRAFT DESIGN AND TECHNOLOGY
Required for January, 1987
Scale 3 required for January, 1987
Excellent Purpose Built Facilities.

Enthusiastic Teacher is sought to develop the Dept. on Modern Lines.

Applications with c.v. and names/addresses of two referees to Headmaster and/or telephone call for full details. (33676) 132118

## Scale 2 Posts and above

**BERKSHIRE**
BEECHWOOD SECONDARY SCHOOL
Long Readings Lane, Slough SL2 5QE
N.O.R.: 808
Required for January 1987, an enthusiastic Teacher of C.D.T. Scale 3.

The person appointed will be expected to take on the role of second in Department and contribute to all areas of the syllabus.

The Department is exceptionally well equipped and is developing the full range of GCSE Courses.

A person seeking to extend him/herself and make a positive contribution is sought.

Applications by letter to the Headmaster giving names and addresses of two referees.

Closing date: 20th October, 1986.

An Equal Opportunity employer. (33781) 132120

**CHESHIRE**
EDUCATION COMMITTEE

FAIRFIELD COUNTY HIGH SCHOOL
Pasthouse Lane, Widnes WA8 0YE

Required for January 1987:

C.D.T. TEACHER. Scale 2

Qualified to join a team of specialists in a well established department, offering courses in design realisation and design communication.

Apply by letter, enclosing a curriculum vitae direct to the Teacher in charge by 22nd October, 1986. (33447) 132122

*HAVERING*
LONDON BOROUGH OF HAVERING
ABBS CROSS SCHOOL
Abbs Cross Lane, Hornchurch RM12 4YQ
Tel: Hornchurch 40304
(Roll 981 Mixed)
Headteacher: D.J. Powney, M.A.
Required for January 1987 an experienced and enthusiastic CDT teacher, Scale 1, with a design bias to join a large and successful department. Good teaching to GCSE and 'A' Level. Excellent workshop facilities and technician support in this 11-18 Co-ed School.

Further details are available from the Headteacher to whom letters of application including full curriculum vitae and the names of two referees should be sent.

SMERSON PARK SCHOOL
Tryon Road, Rainham, Romford, RM13 8AD
Tel: Rainham 43773.
(Roll 950 Mixed)
Headteacher: J.A. Fowler, M.A.
Required for January 1987, a teacher of CDT to join a well organised department, teaching to GCSE and throughout the school to a 1-form entry 11-16 mixed comprehensive school where CDT is highly valued and embraced technology and computer based designs in addition to the approaches established. CDT particular, modular technology courses have to fit into their third year of the GCSE is, therefore, not seen as a major problem. A suitably qualified applicant and experienced applicant while application for the teaching profession will be most welcome.

Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (33455) 132120

**NORFOLK**
COUNTY COUNCIL
DISS HIGH SCHOOL
Walcot Road, Diss IP22 3DS

Scale II Craft, Design and Technology

Required from January 1987 for a Department to 'A' level.

ROSEMARY MUSKER HIGH SCHOOL
Croxton Road, Thetford, Norfolk

Scale II Craft, Design and Technology

Required from January 1987.

Letters of application giving full details of qualifications and experience to the Headteacher. Applicants should be able to teach Food-Craft-Design, would be an advantage.

Apply by letter enclosing full c.v. and names and addresses of two referees to the Headteacher. (33419) 131222

## Scale 1 Posts

**CALDERDALE**
METROPOLITAN BOROUGH COUNCIL
HOLY TRINITY CE (A) SENIOR SCHOOL
Holdsworth Road, Holmfirth, Huddersfield HD7 1PL
Ref. EDS/3067
Required from January 1987 a teacher of CDT (Scale 1).

Application forms must be obtained from the Headteacher (large s.a.e. please) to whom completed forms should be returned, quoting post reference number by 24th October 1986. (33707) 132132

**EAST SUSSEX**
BLATCHINGTON MILL SCHOOL
Holmes Avenue, Hove BN3 7LF
Comprehensive mixed, 11-18.
Roll: 1180
From January 1987 or earlier if possible: Teacher of CDT and Allied Subjects (Scale 1). The range of work includes CPVE for Technical Graphics as well as design. Candidates seeking a full-time or part-time post considered.

Relocation grants in approved cases.

Application forms (s.a.e. please) from the Head Teacher. (33369) 132122

**EAST SUSSEX**
VARNDEAN SCHOOL
Balfour Road, Brighton BN1 6NP
Comprehensive mixed, 11-16.
Roll: 800
From January 1987: Teacher of CDT (Scale 1). This is a very up-to-date department based on the philosophy of design.

Relocation grants in approved cases.

Apply by letter including names of two referees to the Head Teacher. (33817) 132122

**HAVERING**
LONDON BOROUGH OF HAVERING
CHAFFORD SCHOOL
Lambs Lane, Rainham RM13 9XD
Tel: Rainham 52811
(Roll 809 Mixed)
Headteacher: A.W. Grantham, B.Sc.
Required for January 1987, teacher of CDT, Scale 1, to join a forward-looking department teaching design based courses from the first year. An interest in technology, particularly electronic and computer control would be advantageous although a successful candidate would be expected to teach a full range of CDT topics and activities within the School.

Letter of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (33535) 132122

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA
THE SHERIFF SCHOOL
FACULTY OF TECHNOLOGY, SCALE 1
Qualified Teacher or Instructor of Craft, Design and Technology required immediately, capable of making a contribution in Woodwork, Metalwork or Technical Drawing, to examination level. Excellent facilities in a 13-18 comprehensive school with 1600 on roll.

Letters of application to The Headmaster, The Sheppey School, Minster Road, Minster-on-Sea, Sheerness, Kent ME12 3JQ. (33484) 132122

**LEICESTERSHIRE**
COUNTY COUNCIL
An Equal Opportunity Employer

WINSTANLEY HIGH SCHOOL & COMMUNITY COLLEGE

See our advertisement for teacher of Art & Design under Secondary Scale 1/2 Art and Design. (33531) 132122

**OXFORDSHIRE**
COUNTY COUNCIL
OXFORD SCHOOL
Glanville Road, Oxford OX4 2JL
BOYS UPPER SCHOOL - 13-18 YEARS, 500 SIXTH FORM
Required for January, 1987 an enthusiastic teacher of Craft, Design and Technology subjects. A Scale 3 post is available for a suitably qualified and experienced applicant.

The C.D.T. Department is well established and consists of 4 large workshops and a graphics room. Courses are provided for all levels of ability including T.V.E.I. up to 'A' level Design.

Applicants should be able to teach a wide range of materials but an ability to teach Food-Craft initially would be an advantage.

Apply by letter enclosing full c.v. and names and addresses of two referees to the Headteacher. S.A.E. please.

An Equal Opportunity employer.

**STAFFORDSHIRE**
HAYWOOD HIGH SCHOOL
High Lane, Burslem, Stoke on Trent ST6 7AP

Required for January, 1987 a qualified teacher of C.D.T. (Scale 1) to join a thriving department of CRAFT, DESIGN AND TECHNOLOGY.

Application forms obtainable from and returnable to The Headteacher. (S.A.E.).

CHESLYN HAY HIGH SCHOOL
Saredon Road, Cheslyn Hay, Walsall WS6 7JE

Required for January 1987: Teacher of CRAFT, DESIGN & TECHNOLOGY (Scale 1) to work in a young and enthusiastic department.

Application forms obtainable from and returnable to the Headteacher.

Canvassing will disqualify.

Closing date 10 days from publication.

Trade Union membership encouraged.

An equal opportunity employer.

STAFFORDSHIRE COUNTY COUNCIL (33212) 132122

**WALSALL**
METROPOLITAN BOROUGH COUNCIL

TEACHER OF CRAFT, DESIGN TECHNOLOGY (TEMPORARY)

Scale 1

Required as soon as possible to cover long term absence. The department is housed in a modern, refurbished suite.

Application forms available on receipt of a stamped addressed envelope from the Head Teacher, Barr Beacon Community School, Old Hall Lane, Aldridge to whom they should be returned as soon as possible.

Walsall is an Equal Opportunity Employer. (33592) 132122

## Economics & Business Studies

## Scale 2 Posts and above

**HERTFORDSHIRE**
CHESHUNT SCHOOL
Windmill Lane, Cheshunt, Herts. EN8 9AT
(Head: Mr. C.R. Broomfield)
11-18 mixed all-ability school. 80 in Sixth Form
TEACHER OF ECONOMICS/BUSINESS STUDIES
Required for January to teach Economics up to 'A' Level and to be responsible for developing the Business Studies Department.

Applications from newly qualified teachers are welcome but a Scale 2 or 3 post might be available for a suitably qualified applicant. Applications from teachers willing to teach full or part-time on a temporary basis for one or two terms will also be welcome.

Application by 17th October, 1986, with c.v. and names and addresses of two referees, to the Headmaster at the school, from whom further details are available. (Written Cross 26983). (33765) 132222

**HILLINGDON**
LONDON BOROUGH OF HILLINGDON

NORTHWOOD SCHOOL
Potter Street, Northwood HA6 1NQ

Number on roll: 1085, 138 in sixth form

Headteacher: Mr N.J. Chapman, M.A.

Required for November, a teacher of Business Studies/Secretarial skills in this 11-19 mixed comprehensive school.

A teacher is required initially to replace a Head of Department taking maternity leave but there is a possibility of a permanent appointment.

A temporary Scale 3 post would be available for an applicant able to assume responsibilities for abilities, interests and qualifications from less experienced teachers would be welcomed.

Please apply in the first instance by letter to the Head of the school stating the names and addresses of two referees.

Outer London Allowance

**KINGSTONUPONTHAMES**
ROYAL BOROUGH OF KINGSTON UPON THAMES
COOMBE GIRLS' SCHOOL
Clarence Avenue, New Malden, Surrey KT3 3TU
Tel: 01-942 1242
No. Roll: 975 with over 100 in Sixth Form
Required for January, 1987 a PART TIME TEACHER of Office Skills, to join a dynamic and expanding Department offering a wide range of Pre-Vocational Courses in the Fourth, Fifth and Sixth Forms.

The successful applicant will join a department committed to the preparation of pupils for citizenship and the Business economy.

Scale 1 and London Allowance £726 pro rata.

Application forms and further details obtainable from the Headmistress to whom completed forms should be returned by Friday, 24th October 1986. (33819) 132222

**RICHMOND UPON THAMES**
LONDON BOROUGH OF RICHMOND UPON THAMES

(An equal opportunity employer)

SHENE SCHOOL
Park Avenue, East Sheen, London SW14 8RR

Shene is an 11-16 comprehensive school (approx 950 pupils on roll) set in pleasant surroundings close to Richmond Park.

Required for January 1987, an enthusiastic teacher to reach the innovative business and information studies course in the upper school and to help develop a computer awareness programme in the lower school.

This is a well resourced Department supported by the Borough's V.E.I. scheme. Willingness to offer a second subject is desirable.

Please send your curriculum vitae and the names of two referees, plus a supporting letter, to the Headteacher at the school. (33295) 132222

**All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.**

Application forms for the following appointments, except where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

**HEADTEACHERS**

**SECONDARY**

**Kingsbridge School and Community College**, Kingsley Road, Kingsbridge, TQ7 1EY.
Head/Warden — Group 11 (£20787 – £22332 plus 10% warden's allowance)
Amended Advertisement
Required September 1987. Application forms and further details available from (see required) Area Education Officer, Oldway, Paignton, TQ3 2TE. Closing date 24 October 1986.

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**SCALE POSTS**

**SECONDARY**

**Bampton (9-13 years) Middle School**, Bampton, Nr Tiverton, EX16 9NW. (Roll 115)
Scale 1 Headteaching
Required January 1987. Year 1 (9 years +) class teacher and responsible for music throughout the school. Closing date 24 October 1986.

**Crediton, Queen Elizabeth's School and Community College**, Western Road, Crediton, EX17 3LU. (Roll 1583)
Scale 1 – Special educational needs
Required January 1987. The post will involve in-class support and withdrawal group teaching. Closing date 24 October 1986.

**Paignton College**, Waterlent Road, Paignton TQ3 3UQ (Roll 1383)
Scale 1 English
Required January 1987 to teach mainly on upper school site (13-16 years) to all levels of ability. Closing date 22 October 1986.

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**SCALE POSTS**

**PRIMARY**

**Willand Primary School**, Cullompton, EX15 2QL. (Roll 113)
Scale 1 – General
Required January 1987 for middle infants class. Closing date 24 October 1986.

**Torquay Barton Infants School**, Barton Hill Road, Torquay TQ2 8JA. (Roll 132 + 26 Nursery)
Scale 1 Nursery
Required January 1987 an experienced teacher of early years. Needs enthusiasm and commitment, to team management within the school. For further details contact the Headteacher (Torquay 37181). Closing date 17 October 1986.

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**OTHER POSTS**

**Community Education Worker (West Exeter)**
Salary Scale PE.LI
Required April 1987 or earlier if possible a qualified and experienced community education worker to undertake youth and community work in the West Exe area of Exeter and to work as a member of the Community Education Team in the City. Application form and further details (SAE required) from Area Education Officer, Morwenstow, 7 Barnfield Crescent, Exeter, EX1 1SU. Closing date 24 October 1986. (027)

DEVON
AN EQUAL OPPORTUNITIES EMPLOYER

## Scale 1 Posts

**BARNET**
LONDON BOROUGH FRIERN BARNET COUNTY SCHOOL
Friern Avenue, Friern Barnet, London N11 3LS
Tel: 01-368 8737
Mixed Comprehensive, Roll 889. 11-16, 4-form entry
Required JANUARY, 1987, or earlier if available, qualified teacher to join BUSINESS STUDIES Department (Scale 1).

Applications invited from teachers interested in full-or part-time work. Department offers courses in typing, Word Processing, Office Technology and Accounts up to 'A' level and shares in Computer Literacy courses offered in Years 7-10.

Removal expenses and separation allowances available.

Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. Director of Education, Schools Service. (33353) 132222

**BEDFORDSHIRE**
SHEFFORD REGIS UPPER SCHOOL
Perkside Drive, Houghton Regis, Dunstable
Tel: 866166
Required for January 1987 a teacher of Business Studies. Scale 1.

Application forms available from and returnable to the Headmaster (s.a.e. please).

An Equal Opportunities Employer. (33785) 132222

**HAVERING**
LONDON BOROUGH OF HAVERING
HAZE MEAD SCHOOL
Upminster Gardens, Upminster RM14 1HF
Tel: Upminster 22824
Headteacher: B.E. Saunders; B.A., B.Sc.
Required for January 1987, a well-qualified teacher of Business Studies and Economics. Scale 1, to join a strong team. The department is well equipped and is involved in exciting and challenging work.

Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (33798) 132222

**KINGSTONUPON THAMES**
ROYAL BOROUGH OF KINGSTON UPON THAMES
TOLWORTH GIRLS' SCHOOL
Fullers Way North, Tolworth, Surrey KT6 7LQ
Tel: 01-397 1824
No. on roll: 1009, 11-18 years; 142 in the VI Form
Required AS SOON AS POSSIBLE a part-time teacher of Keyboard Skills and Office Practice.

Business Studies Department is very well resourced and offers an opportunity to join an experienced and friendly department.

Scale 1 post and London Allowance £726 pro rata.

Interest applicants should write to the Headteacher in the first instance, enclosing full curriculum vitae and the names, addresses and telephone numbers of two referees. Closing date for applications 22nd October 1986.

Kingston upon Thames is an Equal Opportunities Employer. (33793) 132222

## SECONDARY ECONOMICS & BUSINESS STUDIES

continued

### LEICESTERSHIRE COUNTY COUNCIL

An Equal Opportunity Employer

KING EDWARD VII UPPER SCHOOL
Burton Road, Melton Mowbray, Leics. LE14 1DW

NOR: 1433

SCALE: 1/2

ECONOMICS/BUSINESS STUDIES

Required January, Scale 1 Economics and Business Studies teacher capable of teaching Economics up to 'A' Level. Scale 2 will be available for suitably qualified and experienced applicants.

Please contact the Headteacher for further details and application forms (SAE). (32517) 132222

## English

## Heads of Department

**BERKSHIRE**
LANGLEY GRAMMAR SCHOOL
Reddington Drive, Langley, Slough
N.O.R.: 650
Required for January 1987 at this co-educational grammar school of 650 pupils (155 in the Sixth) a HEAD OF ENGLISH Scale 4. There are four full-time teachers in the department and a large number of pupils are entered for public examinations. The results at both 'O' and 'A' level have been consistently outstanding. A person possessing both considerable experience in secondary education and sound leadership qualities is looked for.

Further details and an application form are available from The Headmaster at the school. Closing date: 20th October.

An Equal Opportunity Employer. (33607) 132418

**KNOWSLEY**
HALEWOOD COMPREHENSIVE SCHOOL
The Avenue, Halewood, Merseyside L26 1UU
(974 pupils on roll, including 148 in sixth form)
Head of English scale 4 required for 1 January 1987. A good honours graduate is required to lead a successful department, must be able to teach up to 'A' and 'S' level.

Further information is available from the Headteacher (s.a.e.).

Applications by letter including full c.v. and names of two referees to Headteacher within 10 days.
(33383) 132418

### LEICESTERSHIRE COUNTY COUNCIL

An Equal Opportunity Employer

KING EDWARD VII COLLEGE
Warren Hills Road, Coalville, Leicester LE6 3UU

(14-18 Upper)

SCALE 4

NOR: 1033

HEAD OF FACULTY AND LANGUAGE COMMUNICATIONS

Required for January 1987 Head of Faculty and Language Communication, Scale 4. The Faculty currently encompasses the teaching of English, Modern Languages, typing and keyboard skills. An experienced teacher is required to lead and sustain the continuing curriculum development of a motivated and committed Faculty team. A commitment to the Principal of Community Education is essential.

Further details and application forms are available from the Principal.
(32524) 132418

**TRAFFORD**
METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
URMSTON GRAMMAR SCHOOL FOR GIRLS
Newton Road, Urmston M31 3AJ
Tel: 061-748 2875
HEAD OF ENGLISH - SCALE 4
Required from January 1987, a graduate of English with substantial experince to lead the department and supervise new developments.

Applicants should telephone the Head immediately.
(33449) 132418

# SECONDARY EDUCATION

## HEADS OF DEPARTMENT

DENE MAGNA SCHOOL
Mitcheldean GL17 0DU.

### HEAD OF THE FACULTY OF SOCIAL/BUSINESS STUDIES (Scale 3)

Required as soon as possible for this newly developing 11 to 16 Comprehensive School, an experienced teacher of Geography to be Head of the Faculty of Social/Business Studies.
Applications by letter, with the names, addresses and telephone numbers of two referees, to reach the Headmaster **within 7 days of the appearance of this advertisement (S.A.E.).**
Further particulars may be obtained by telephoning the school (Dean 542370).

## SCALE 1 POSTS

WYEDEAN SCHOOL
Beachley Road, Sedbury, Glos., via Chepstow, Gwent NP6 7AA. (11-18 Comprehensive, 660 on roll)

### TEACHER OF HUMANITIES

Required for 1st January 1987, teacher of Humanities (History or Geography specialist required). Ability to teach boys' P.E. is an essential part of this post.
Please apply in writing to Headmaster giving c.v. and names of two referees.
**Closing date for receipt of applications is 17th October, 1986.**

# SPECIAL EDUCATION

SPECIAL EDUCATIONAL NEEDS ADVISORY AND SUPPORT SERVICE

### PERIPATETIC TEACHER OF THE HEARING IMPAIRED

Applications are invited from a suitably qualified and experienced teacher for the post of peripatetic teacher of the hearing impaired; for work in schools in the Cheltenham area and additionally to be responsible for audiology and aid assessment duties at Gloucester General Hospital (1 day/week).
The appointment on Scale 2 is for January 1987 and further details and application forms can be obtained from:
Chief Education Officer (Ref. TG1), Shire Hall, Gloucester (enclose S.A.E.).

THE SHRUBBERIES SCHOOL
Oldends Lane, Stonehouse, GL10 2DG.

### TEACHER

Scale 1 plus SSA teacher required 1st January 1987 with experience and relevant qualifications to take responsibility for a small group of senior age children with special needs in this school for children with severe learning difficulties.
The successful candidate will work as part of a team in the senior school
Letters of application and names and addresses of two referees to Head Teacher by 17th October, 1986 (S.A.E. please).

*Gloucestershire County Council*

AN EQUAL OPPORTUNITIES EMPLOYER

## Scale 2 Posts and above

**BEXLEY**
LONDON BOROUGH
WESTWOOD SCHOOL
The Green, Welling, Kent DA16 2PE
Tel: 01-304 4916
Teacher required to teach English throughout the school and to contribute to examination work. Scale 2 post available.

Apply by letter with CV to the Head Teacher.
(33584) 132420

**BROMLEY**
RAVENS WOOD SCHOOL FOR BOYS
Oakley Road, Bromley, Kent BR2 8HP
Tel: Farnborough 56080
For January 1st 1987 or earlier if possible, a teacher of ENGLISH to teach across the full ability range in years 1-3 with some examination work in the upper school. A Scale 2 post plus Outer London Allowance is available for a candidate who will take a lead in developing the new joint syllabus communications course.

Ravens Wood is an 11-18, 5 form-entry, well established comprehensive school for boys.

Application forms and further details from the Headmaster at the school (large s.a.e. please), to whom completed forms should be returned by 23rd October, 1986.
(32561) 132420

**ESSEX**
KING HAROLD SECONDARY SCHOOL
Broomstick Hall Road, Waltham Abbey EN9 1LF
(Tel: 0992 714800)
(Roll 960)
ENGLISH TEACHER - Scale 2 (+ London fringe allowance)
Required January 1987 to teach across the age and ability range with responsibility for language development in lower school.

Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please).
(32542) 132420

**HAMPSHIRE**
MOUNTBATTEN SCHOOL
Whitenap Lane, Romsey SO5 8SY
11-16 Comp. Mixed
Scale 3 Post
ENGLISH - Second in Department
Well qualified teacher required for large, enthusiastic team.

Letter of application with full c.v., names and addresses of two educational referees and s.a.e. to the Headteacher.
(33696) 132420

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
MID KENT AREA
AYLESFORD SCHOOL
Teapot Lane, Aylesford, Kent ME20 7JU
(Roll 960 mixed 11-16)
Required January 1987, Teacher as i/c English Scale [I]. The school is in a pleasant residential area 3¼ miles NW of Maidstone, with all ability intake in first-two years. At 13+ some pupils transfer to an Upper School, remaining majority following GCSE courses.

Applications with referees to Headmaster, SAE.

THE CORNWALLIS SCHOOL
Hubbard's Lane, Linton, Maidstone ME17 4HX
Required January 1987, Scale 2 teacher of English for this 11-17 mixed High School, willing to undertake administrative responsibilities, assist in curriculum development and the development of resources.

SAE for application form and further details to the Head Master. (33485) 132420

**LONDON N8**
THE SCHOOL OF ST. DAVID & ST. KATHARINE
Hillfield Avenue, London N8 7DT.
Headmaster: D.F. Caveen, B.Sc.
London Borough of Haringey
Church of England Voluntary Aided Mixed 11-18 Comprehensive
1100 on roll
An ENGLISH TEACHER, Scale 2, required for January 1986 or sooner if possible to work in a large go-ahead department. The post will carry negotiated responsibilities for Years 1-3 and will have a teaching commitment to the full age and ability range.

Further information and application forms from Headmaster (s.a.e. please).

Closing date: 24th October.
(33421) 132420

**SEFTON**
METROPOLITAN BOROUGH OF SEFTON
MEOLS COP HIGH SCHOOL
Meols Cop Road, Southport PR8 6JS
TEACHER of ENGLISH (Scale 2) required for January 1987. Applications are invited from well qualified, enthusiastic teachers to teach through the age and ability range of G.C.S.E.

Application forms and further details may be obtained, on receipt of s.a.e., from the Headteacher of the School, to whom completed forms must be returned by 24th October 1986. (33469) 132420

**TEACH ON EXCHANGE ABROAD**
See Overseas Appointments or phone Central Bureau 01-486 5101, Ext. 274. (32911) 132420

**TRAFFORD**
METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
SALE WEST SECONDARY SCHOOL
Manor Avenue, Sale M33 5JX
Tel: 061-962 2996
ENGLISH - SCALE 2
Required from January 1987, a suitably qualified and experienced teacher for the post of second in the English Department.

Application forms are available from and returnable to the Head at the school. Closing date 22nd October 1986.
(33450) 132420

## Scale 1 Posts

**BARNET**
LONDON BOROUGH
CHRIST CHURCH C.E. SCHOOL
Warnham Road, Finchley, London N12
Tel: 01-445 3249
V.A. Mixed Comprehensive.
Roll 596
Required JANUARY, 1987, committed teacher of ENGLISH (Scale 1) to join English Department at important stage of its development. School enjoys close links with local Evangelical Church.

Removal expenses and separation allowances available.

Apply in writing as soon as possible to Head Teacher with full c.v. and names of two referees. S.A.E.

Director of Educational Services. (32351) 132422

**DEVON**
COUNTY COUNCIL
Please see display advertisement on Page 59.
(32692) 132422

### HARROW EDUCATION COMMITTEE

WHITMORE HIGH SCHOOL
Porlock Avenue, Harrow HA2 0AD

Tel: 01-864 7688

An energetic and enthusiastic teacher of ENGLISH (Scale 1) required for this 12-16 co-educational comprehensive school. S/he will join a team of five other full-time staff in a department where emphasis is placed on collaboration and teamwork.

Applicants should be committed to the ideals of comprehensive education, mixed ability teaching and to equal opportunities.

Outer London Allowance Payable.

Application forms from and to be returned to Christine Gilbert A.S.A.P. Please enclose stamped addressed envelope.

Harrow is an Equal Opportunity Employer.
(33850) 132422

**HERTFORDSHIRE**
ST MICHAEL'S RC SCHOOL
High Elms Lane, Garston, Watford
Required January, Graduate to teach ENGLISH up to GCSE level. Possibility of A level work. Scale 1 + London fringe allowance £282.

Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees.
(33191) 132422

**KINGSTONUPON THAMES**
ROYAL BOROUGH OF KINGSTON UPON THAMES
TIFFIN SCHOOL
Queen Elizabeth Road, Kingston upon Thames, Surrey KT2 6RL
(A Voluntary Controlled Grammar School of 850 boys, 250 in the Sixth Form)
REQUIRED in JANUARY or SEPTEMBER 1987, a well-qualified young graduate to teach ENGLISH throughout the School, including a share of work in the Sixth Form to 'A' and 'S' level. A willingness to assist with the coaching of games (rugby and cricket), rowing, music, drama, or school societies would be welcome.

Scale 1, plus London Allowance £726.

Applications in writing immediately to the Headmaster at the School with full curriculum vitae and names of three referees.
(32559) 132422

**KINGSTONUPON THAMES**
ROYAL BOROUGH OF KINGSTON UPON THAMES
Queen Elizabeth Road, Kingston upon Thames, Surrey KT2 6RL
(A Voluntary Controlled Grammar School of 850 boys, 250 in the Sixth Form)
REQUIRED in JANUARY 1987, for a TEMPORARY APPOINTMENT of TWO TERMS ONLY, a well-qualified young graduate to teach ENGLISH throughout the School, including a share of work in the Sixth Form to 'A' and 'S' level. A willingness to assist with the coaching of games (rugby and cricket), rowing, music, drama, or school societies would be welcome.

Scale 1, plus London Allowance £726.

Applications in writing immediately to the Headmaster at the School with full curriculum vitae and names of three referees. (32559) 132422

### LEICESTERSHIRE COUNTY COUNCIL

An Equal Opportunity Employer

KING EDWARD VII COLLEGE
Warren Hills Road, Coalville, Leicester LE6 3UU

(14-18 Upper)

SCALE: 1

NOR: 1033

ENGLISH

Required immediately to cover initially for an extended period of sick leave to teach to examination level.

Apply immediately to the College. Coalville 34925 for further details.

Please contact the Headteacher for further details and application forms (SAE). (97880) 132422

**LONDON SE22**
JAMES ALLEN GIRLS SCHOOL
East Dulwich Grove, SE22 8TE
G.S.A. - 811 girls
Required from 3rd November 1986 an English Graduate to cover maternity leave until July 1987.

See Independent Section for further details.
(33729) 132422

**NORTH YORKSHIRE**
SHERBURN HIGH SCHOOL
Garden Lane, Sherburn in Elmet LS25 6AS
Mixed 11-18 Comprehensive
1120 on roll
GRADUATE ENGLISH TEACHER (Scale 1)
Required from 1.1.87 to teach to GCSE and GCE 'A' Level. Interests in drama and spoken English and experience of continuous assessment and pre-vocational courses (City & Guilds 365 and/or CPVE) advantageous.

Application forms, returnable a.s.a.p., and further details from the Headmaster (sae please). (33806) 132422

### REDBRIDGE

CATERHAM HIGH SCHOOL
Caterham Avenue, Clayhall, Ilford IG5 0QW

Tel: 01-551 4415

Head: Dr. A. Atkins

Required from January 1987: a temporary full-time teacher of English and typing (up to 5th year) for this 11-18 mixed comprehensive school. Applications are also invited from teachers able to offer one of these subjects on a part-time basis.

The post is on Scale 1 with Outer London Allowance.

Please apply in writing to the Head as soon as possible, giving full details and the names and addresses of 2 professional referees. (33589) 132422

### REDBRIDGE

TRINITY R.C. HIGH SCHOOL
Mornington Road, Woodford Green, Essex IG8 0TP

Tel: 01-504 9756

Head: P.C.D. Doherty, B.A. (D.Phil)

Required for October 1986 or as soon as possible thereafter: Full-time permanent teacher of English (Scale 1) to teach the subject across all ability groups in this 6 f.e. co-educational Roman Catholic Voluntary Aided School.

The post attracts Outer London Allowance. Assistance with legal fees for house purchase and resettlement expenses where appropriate is given in approved cases.

Applications by letter to the Headteacher at the school as soon as possible please. (33586) 132422

**RUTLAND**
OAKHAM SCHOOL
Required for the Spring term 1987, a temporary teacher of ENGLISH AND DRAMA to cover for a colleague on sabbatical. The candidate is required to share the teaching of O level Theatre Arts, and undertake Junior and Middle School English teaching.

Applications together with c.v. and names of two referees to: The Headmaster, Oakham School, Chapel Close, Oakham, Rutland LE15 6DT, from whom further details are available.

Closing date for applications October 24th. (32832) 132422

**SEFTON**
METROPOLITAN BOROUGH OF SEFTON
HOLY FAMILY R.C. HIGH SCHOOL
Virgin's Lane, Thornton, Liverpool L23 4UD
TEACHER OF ENGLISH AND DRAMA (Scale 1)
Required for January 1987. Ability to assist with well established courses to 'O' and 'A' level in Theatre Studies is desirable.

Application forms and further details may be obtained, on receipt of s.a.e., from the Headteacher of the School, to whom completed forms must be returned by 24th October 1986. (33468) 132422

**SUTTON**
LONDON BOROUGH OF SUTTON
GREENSHAW HIGH SCHOOL
Grennell Road, Sutton, Surrey SM1 3DY
Tel: 01-641 2080
(11-18 co-educational comprehensive - approx. 1200 on roll, 150 in the sixth form)
ENGLISH - SCALE 1
For January 1987, initially for two terms, but with a possibility of a permanent contract from September, an English specialist to teach across the ability and age range in this flourishing and popular school. Further details available on receipt of a S.A.E.

Application, by letter to the Headteacher with the names and addresses of two referees. (32555) 132422

**V.S.O.**
Please see V.S.O. display under overseas appointments
(32680) 132422

### WILTSHIRE

DEVIZES SCHOOL
Wiltshire

(11-18 mixed comprehensive: 1400 on roll)

Headmaster: D.J.W. Williams, M.A.

Required for November 1986, as a result of maternity leave, a temporary teacher of ENGLISH up to O-level standard. Willingness to participate in the school's pastoral programme is essential.

The school serves an attractive market town and the surrounding area. It is within easy reach of Bath, Bristol, Salisbury and Oxford.

Further details and forms can be obtained from the Headmaster (REF: EN), Devizes School, The Green, Devizes (please enclose s.a.e.). Completed forms and a letter of application should be returned within 10 days of the appearance of this advertisement.
(33332) 132422

### WILTSHIRE

BISHOP WORDSWORTH'S SCHOOL
Salisbury

(Boys' Grammar, 655 on roll, 167 in A-level Sixth)

TEACHER OF ENGLISH

(Burnham Scale I)

Required for 1st January, 1987: temporary appointment considered. It is anticipated that the person appointed will teach throughout the School to Sixth form level. Ability to assist with games an advantage.

Curriculum vitae and letter of application to the Headmaster, Bishop Wordsworth's School, 11 The Close, Salisbury, from whom further particulars may be obtained.
(33512) 132422

## Geography

## Heads of Department

**GLOUCESTERSHIRE**
Please see display advertisement on Page 60. 132618
(12917)

### HILLINGDON
LONDON BOROUGH OF HILLINGDON

WALSINGHAM RC SCHOOL
Springfield Road, Hayes UB4 0LT

Number on roll: 393, 18 in sixth form

Headteacher: Mr J. Bennett (Acting)

HEAD OF GEOGRAPHY

An experienced teacher of Geography is required for this three form entry school to take charge of a small, thriving, well equipped department.

The successful candidate will teach Geography throughout the school and over the complete age and ability range.

A Scale 3 post may be available for a suitable applicant.

Please apply in the first instance by letter to the Head of the school stating the names and addresses of two referees.

Closing date: 2 weeks from the date of the advertisement.

Outer London Allowance Payable. (33644) 132618

## SECONDARY GEOGRAPHY

continued

**KINGSTONUPON THAMES**
ROYAL BOROUGH OF KINGSTON UPON THAMES
TIFFIN GIRLS' SCHOOL
Richmond Road, Kingston upon Thames, Surrey
Headmistress: Dr H.A. Nicolle, M.A. (Oxon) Ph.D.
Number on roll: 756 including 183 in VI form
Required for JANUARY 1987, an enthusiastic, committed Head of GEOGRAPHY in this 4 F.E. Girls' Grammar School which is shortly to move into spacious modern buildings.

Scale III post London Allowance £726.

Apply by letter to the Headmistress, enclosing full curriculum vitae and the names, addresses and telephone numbers of two referees by Tuesday, 21st October at the latest. Interviews will be held on Wednesday, 29th October. (32551) 132618

**LONDON NW6**
ST. AUGUSTINE'S CHURCH OF ENGLAND SCHOOL
Oxford Road, London NW6 5SN
(Secondary)
Required from January 1987, Head of Geography Scale 2 to teach Geography to 'A' level CSE and 'O' level and Integrated Studies. Responsibility includes oversight of the Geography content within the Integrated Studies/Humanities courses. A strong interest in physical geography necessary.

Applicants should be in sympathy with the Christian aims of the School.

Apply in writing to the Headteacher giving CV and two referees. Application forms will be sent in reply.
(33751) 132618

### OLDHAM
METROPOLITAN BOROUGH OF OLDHAM

EDUCATION COMMITTEE

NORTH CHADDERTON SCHOOL
Chadderton Hall Road, Chadderton, Oldham OL9 0BN

HEAD OF GEOGRAPHY - Scale 3

A well qualified graduate is required from January 1987 to teach to 'A' level (J.M.B. Syllabus B) with a particular emphasis on Physical Geography. The department teaches N.E.A. Syllabus B at G.C.S.E. level. Ability or willingness to teach N.E.A. G.C.S.E. Geology required.

Application forms (SAE) from the Head at the School returnable to her by 22nd October 1986.

An Equal Opportunity Employer. (33535) 132618

## Scale 2 Posts and above

**EAST SUSSEX**
MARGARET HARDY SCHOOL
Ladiesmile Road, Brighton BN1 8PB
Girls' Comprehensive, 11-16.
Roll: 764
For January 1987: experienced Geography Teacher (Scale 2). The successful candidate will take charge of the subject and should have experience of the 14-18 schools council project.

Relocation grants in approved cases.

Application forms (s.a.e.) from and returnable to the Head Teacher. (33686) 132620

## Scale 1 Posts

**BARNET**
LONDON BOROUGH
FINCHLEY CATHOLIC HIGH SCHOOL
Woodside Lane, London N12 8TA
Tel: 01-445 0105
V.A. Boys', 11-18. Roll 800. Sixth Form 131
Required JANUARY, 1987, suitably qualified graduate to teach GEOGRAPHY to all abilities throughout the school including A-level. Willingness to contribute to extra-curricular activities an advantage. Practising Catholic preferred. Scale 1.

Removal expenses and separation allowances available.

Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E.

Director of Educational Services. (33527) 132622

### HEREFORD AND WORCESTER
COUNTY COUNCIL

EVESHAM HIGH SCHOOL
Four Pools, Evesham, Worcs. WR11 6DQ

Required from January, 1987, an Assistant Teacher of Geography, Scale 1. Candidates should be able to offer teaching of the subject at all levels, remedial to 'A' level preparation, and be prepared to undertake supervision of residential field courses.

Please apply by letter enclosing C.V. and names and addresses and telephone numbers of 2 referees.

Closing Date: 20th October. (33415) 132622

**HERTFORDSHIRE**
ST. MARY'S HIGH SCHOOL
Churchgate, Cheshunt, Herts. EN8 9ED
(Church of England)
Group 10
ALL-ABILITY SCHOOL, 860 BOYS & GIRLS 11-18
LONDON FRINGE ALLOWANCE PAYABLE
Required immediately (due to illness), a well qualified graduate to teach GEOGRAPHY AND ENVIRONMENTAL STUDIES (Scale 1) throughout the school. Initially the post is temporary lasting until Easter 1987.

Examination courses at 16+ and 'A' level are well established. An ability to teach 'A' level an advantage.

Applications (no forms) with full C.V. and the names and addresses of two referees should be sent to the Headmaster as soon as possible. An initial telephone call to the school (Waltham Cross 29124/5) would be appreciated. (33756) 132622

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
THE HOWARD GRAMMAR/SECONDARY SCHOOL
Derwent Way, Rainham, Gillingham, Kent
(A bilateral school of 1700 boys aged 11 to 19)
Required in January, teacher of GEOGRAPHY (to G.C.S.E.) and PHYSICAL EDUCATION.

Apply by letter to the Headmaster, enclosing a full c.v. and the names of referees.
(33486) 132622

**MIDDLESEX**
HAMPTON SCHOOL
Hanworth Road, Hampton, Middx. TW12 3HD
(HMC Independent 850 boys)
REQUIRED for January 1987 an honours graduate in Geography to teach throughout the school. This could be a permanent appointment or a temporary appointment for two terms only.

Salary: Burnham scale with Outer London and special Hampton Allowance.

Apply with c.v. and names of two referees to the Headmaster from whom further details may be obtained.
(33289) 132622

### OLDHAM
METROPOLITAN BOROUGH OF OLDHAM

EDUCATION COMMITTEE

NORTH CHADDERTON SCHOOL
Chadderton Hall Road, Chadderton, Oldham OL9 0BN

GEOGRAPHY TEACHER - Scale 1

Required from January 1987 to teach N.E.A. G.C.S.E. Syllabus B and lower school classes with Integrated Humanities in Year 1. Temporary for one term initially to Easter 1987.

Application forms (SAE) from the Head at the School returnable to her by 22nd October 1986.

An Equal Opportunity Employer. (33536) 132623

**OXFORDSHIRE**
COUNTY COUNCIL
LORD WILLIAM'S SCHOOL
Oxford Road, Thame OX9 2AQ
11-19 Mixed Comprehensive.
Roll 1850 in 3 federal schools.
250 in 6th form
Required for January 1987, a teacher of Geography to 'A' level with some Lower School Humanities.

Please send SAE the Principal for application forms and further details.

An Equal Opportunity Employer. (33461) 132622

## History

## Heads of Department

**NORTH YORKSHIRE**
STOKESLEY SCHOOL
Station Road, Stokesley, Middlesbrough TS9 5AL
SPECIALIST HISTORY TEACHER
From 3rd November to 31st December 1986 to cover first 5 years and full ability range. 4th and 5th year courses involve internal assessment and follow N.E.A. examination syllabuses in (a) British Social & Economic History (16+) - 5th Year; (b) Modern World History (GCSE) - 4th Year.

Application forms, returnable a.s.a.p., and details from the Headmaster (s.a.e. please). (33802) 132818

## Scale 2 Posts and above

**HAMPSHIRE**
HARROW WAY SCHOOL
Harrow Way, Andover SP10 3RH
Required January 1987 Scale 2 Teacher to be in charge of HISTORY organisation of History teaching throughout full ability range in Environmental Studies; the County Council pursues a policy of equality of opportunity.

Letter of application with full c.v. and names/addresses of two referees. [illegible] (33671) [illegible] 132820

**TEACH ON EXCHANGE ABROAD**
See Overseas Appointments or phone Central Bureau 01-486 5101, Ext. 274.
(32912) 132820

### WILTSHIRE

SOUTH WILTS GRAMMAR SCHOOL
Salisbury

Required for January, 1987 a good Honours graduate in History with P.G.C.E. to share the work of the department to Advanced level and Oxbridge Entrance standard. Scholarship and lively, modern approach essential. The successful applicant will be expected to contribute to extra-curricular activities and to have pastoral responsibility. A candidate with experience of careers guidance work would be especially welcome. A scae post would then be available but an appointment to a Scale I post can also be made. Candidates for a full or part-time temporary appointment are also welcome to apply.

Please apply immediately to the Headmistress (no forms) with full details of qualifications and experience and the names of two referees. Interviews will take place during the week beginning 20th October. Tel: Salisbury (0722) 23326. (33282) 132820

## Scale 1 Posts

**BUCKINGHAMSHIRE**
Equal Opportunity Employer
Beaconsfield/Chiltern Area
THE CHALFONTS COUNTY SECONDARY SCHOOL
Narcot Lane, Chalfont St. Peter, Bucks. SL9 8TP
Head: Mr. A.E. Stevens
Mixed - 800 pupils aged 12-16
Required for 1st January, 1987, Graduate Teacher of History, Scale 1 - to join progressive Humanities team in the lower School leading to preparation for GCSE History 13-16 (previously Schools Council History Project 13-16).

Computer Assisted Learning established within the department.

Application forms available from the Headteacher at the school on receipt of s.a.e.
(33545) 132822

**DORSET**
OAKMEAD SCHOOL
Duck Lane, Bournemouth BH11 9JJ
(11-16, N.O.R. 1600)
Required for January 1987, teacher of History, Scale 1. Experience of the 13-16 History Project an advantage.

Apply in writing to the Headmaster, enclosing c.v. and giving the names and addresses of two referees.
(33832) 132822

**DORSET**
THE BUDMOUTH SCHOOL
Chickerell Road, Weymouth
(11-16 Comprehensive)
Required as soon as possible Teacher of History with some English - Scale One - for a temporary appointment to 31st August 1987.

Further information and application forms available from Headmaster to be returned by 20th October 1986.
(33834) 132822

**HAMPSHIRE**
BAY HOUSE SCHOOL
Gomer Lane, Gosport PO12 2QP
11-18 Mixed Comprehensive - 1660 on roll
Required January 1987 - Scale 1 HISTORY teacher to 'A' level, with some Social Science in years 4 and 5.

The County Council pursues a policy of equality of opportunity.

Applications in writing with full curriclum vitae, names/addresses of two educational referees to Headmaster - s.a.e. please - closing date 20th October. (33684) 132822

**HAVERING**
LONDON BOROUGH OF HAVERING
ABBS CROSS SCHOOL
Abbs Cross Lane, Hornchurch RM12 4YB
Tel: Hornchurch 40304
(Roll 991 Mixed)
Headteacher: D.J. Powney, M.A.
Required as soon as possible, for this academic year, during the secondment of the postholder, a teacher of History, Scale 1, in the Junior School. Some Geography and Social Studies work is also involved.

Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher.

BRITTONS SCHOOL
Ford Lane, Rainham RM13 7BB
Tel: Rainham 54361
(Roll 792 Mixed)
Headteacher: A.J. Smith, B.Sc., F.C.S.
Required from November 1986, initially to cover a maternity leave of absence, a teacher of History, Scale 1, to teach mainly in the first three years of this 11-16 Comprehensive School. Some modern work, GCSE/O Level work available and willingness to participate in life skills programme preferred.

Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (32580) 132822

### ISLE OF MAN
BOARD OF EDUCATION

RAMSEY GRAMMAR SCHOOL

(14-18 Mixed Comprehensive - 800 on roll)

HISTORY TEACHER - Scale 1

Required for January 1987, experienced and/or enthusiastic teacher, to teach throughout the School. 'A' level work could be available for suitable candidate.

Letters of application giving full curriculum vitae and the names and addresses of two referees, to the Headmaster, The Grammar School, Ramsey, Isle of Man, (0624 813202) by 15th October. 1986.
(32928) 132822

**NORTH YORKSHIRE**
SELBY HIGH SCHOOL
Leeds Road, Selby YO8 0HT
Co-ed. Comprehensive, 900 on roll, 11-16 (Group 10)
SENIOR TEACHER
Required for April '87 due to retirement of present postholder. Well qualified successful teacher with organising ability and sound experience in curricular and pastoral matters required. To join a Senior Management Team of Head, 3 Deputies and 1 other senior Teacher and be involved in school policy making. Specific areas of leadership and responsibility include examinations, GCSE developments, assessment schemes and resources. Considerable scope for an interchange of responsibilities to take place in due course.

Further details and applications, returnable 3.11.86, from the Headmaster (sae please). (33803) 132822

## Home Economics

## Heads of Department

**HERTFORDSHIRE**
Please see advertisement for Home Economics Advisory Teacher on Page 80.
(33768) 133018

## Scale 2 Posts and above

**BERKSHIRE**
LITTLE HEATH SCHOOL
Little Heath Road, Tilehurst, Reading
N.O.R. 1250
Required for January 1987 a Teacher of Home Economics to join a successful Department teaching both Food and Textiles.

A Scale 2 post could be made available for a well qualified and experienced candidate.

Further details available from the school. Please apply in writing including C.V. and names and addresses of two referees. Tel: Reading 427337. (33780) 133020

### CROYDON
THE LONDON BOROUGH OF CROYDON

LANFRANC HIGH SCHOOL
Mitcham Road, Croydon CR9 3AS

Tel: 01-689 1255

TEACHER IN CHARGE OF HOME ECONOMICS

A Scale 2 is available for a suitably qualified and experienced applicant

A temporary replacement is required for a teacher of Home Economics on maternity leave for the period 10.11.86 - 24.7.87.

The successful applicant will be required to teach Home Economics to pupils across the full range of age and ability in this 11-16 mixed High School. In the Fourth and Fifth Years, pupils opt to follow Pre-vocational courses leading to the C.G.L.I. and C.S.E. examinations in Community Care and Childcare respectively.

Apply to the Headmaster at the School within ten days of the appearance of this advert. (33152) 133020

## Scale 1 Posts

**CALDERDALE**
METROPOLITAN BOROUGH COUNCIL
THE BROOKSBANK SCHOOL
Victoria Road, Elland, West Yorkshire HX4 0GG
Ref: EDS/5075
Required from January 1987, for two terms only, a temporary teacher of HOME ECONOMICS (Scale 1).

Application forms must be obtained from the Headteacher (large s.a.e. please) to whom completed forms should be returned, quoting post reference number by 24th October, 1986.

The Council is committed to be an equal opportunities employer and service provider. Applications are invited for women and men from all sections of the community, irrespective of ethnic origin, disability, sexual orientation or marital status who have the necessary attributes for the post. (33712) 133022

**DORSET**
OAKMEAD SCHOOL
Duck Lane, Bournemouth BH11 9JJ
(11-16, N.O.R. 1600)
Required for January 1987, teacher of Home Economics and Textiles, Scale I.

Apply in writing to the Headmaster, enclosing c.v. and the names and addresses of two referees. (33833) 133022

**HAMPSHIRE**
PETERSFIELD SCHOOL
Cranford Road, Petersfield
11-18 Comp. Mixed. N.O.R. 760
HOME ECONOMICS AND CHILD DEVELOPMENT
To teach throughout school including post 16 Courses.

Letters of application with full C.V. names and addresses of two referees and S.A.E. to the Headteacher.
(33347) 133022

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA
CHATHAM, ST. JOHN FISHER SCHOOL
Ordnance Street, Chatham ME4 6SG
11-18 Catholic Comprehensive, 980 on roll (100 in 6th)
Required for January, 1987, teacher of Home Economics, Scale 1. Well equipped Department. Possibility of 6th form work.

Apply by letter with c.v. and giving 2 referees.
(33487) 133022

# *Somerset County Council*

*An Equal Opportunities Employer*

**Applications are invited from qualified teachers for the following posts. Unless indicated otherwise application forms and details (sae foolscap) from the head at the school.**

## SECONDARY EDUCATION

**FROME COLLEGE, FROME**
**(13-18 MIXED COMPREHENSIVE AND A GROUP 2 FE COLLEGE COMBINED TO BE DEVELOPED AS A COMMUNITY COLLEGE. NOR 1450)**

For January 1987, TEACHER OF MATHEMATICS, SCALE 1. Opportunity to teach across the whole age and ability range. Community contract may become available for the future.
Apply by letter to the Principal at the college, with full cv and the names and addresses of two referees, endorsing envelope with post title, and enclosing SAE for further details.

**BUCKLERS MEAD SCHOOL, YEOVIL**
**(11-16 MIXED COMPREHENSIVE, NOR 1200)**

For January 1987, qualified TEACHER OF THE DEAF to work in a unit for Hearing Impaired children at the above school. Scale 1 or 2 (plus Special Schools Allowance) for a suitably qualified candidate. (Prior viewing with expenses paid available). Closing date 29th October 1986.

**THE CASTLE SCHOOL, TAUNTON**
**(11-16 MIXED COMPREHENSIVE, NOR 910)**

Required as soon as possible, TEACHER OF CREATIVE TEXTILES, SCALE 1, to GCSE level. Candidates may be either Art or Home Economics trained, but must be prepared to teach CHILD CARE to examination level. This is an excellent opportunity for an enthusiastic teacher to contribute to a rapidly developing area of the curriculum.
Apply by letter to the head at the school with full cv and the names *and addresses of two referees as soon as possible.*

## PRIMARY EDUCATION

***ARCHBISHOP CRANMER CE VC PRIMARY SCHOOL, TAUNTON. (NOR 350)***

For January 1987, an enthusiastic Infant/Lower Junior TEACHER, SCALE 1, to work in this large urban school. This is a temporary appointment for the spring and summer terms 1987. To teach first year junior age range, working in a co-operative atmoshpere with three other classes.
Interested applicants wishing to visit the school should contact the Head. Closing date 24th October 1986.

**East Brent CE VC First School, Highbridge. (NOR 53)**

For January 1987, enthusiastic INFANT TEACHER, SCALE 1, for class of 4+ to 6+. Applicants should be willing to participate in all activities.
Apply by letter to the head at the school with ful cv and the names and addresses of two referees. Closing date 31st October 1986.

**ST GILDAS RC VA PRIMARY SCHOOL, YEOVIL. (NOR 230)**

For January 1987 an enthusiastic TEACHER, SCALE 1, for top Juniors. Catholic teacher required. Music an advantage. This is a temporary appointment for the Spring and Summer Terms only. Closing date 17th October 1986.

**PURITON COUNTY PRIMARY SCHOOL, NR BRIDGWATER. (NOR 185)**

For January 1987 or earlier if possible, enthusiastic TEACHER, SCALE 1, with a flair and imagination to teach mid-infants. This is a temporary appointment until 31st August 1987 to cover for the secondment of the present postholder. Closing date 20th October 1986.

**TWO PRIMARY SUPPORT TEACHERS**
**CURRICULUM (HEALTH AND PHYSICAL EDUCATION)**

For January 1987, two primary support teachers, Scale 3, for three year fixed term contracts.
The Authority is seeking to appoint 2 Primary Support Teachers to support a new and exciting curriculum project at a selected number of Somerset primary schools. The project is based on recent developments both in the teaching of health education and physical education. The emphasis within the curriculum development project is one of a health focus. The persons appointed will share a range of experience relating both to health education and pshysical education in the primary school. Apply by letter, with full cv and the names and addresses of two referees to the Chief Education Officer, Staffing (T) Setion, Education Department, County Hall, Taunton, Somerset TA1 4DY, as soon as possible. Interviews to be held on 21st October 1986.

**CO-ORDINATOR OF THE DEVELOPMENT OF PARENTS AS COMPLEMENTARY EDUCATORS.**

For January 1987 – The Co-ordinator would be paid as a Scale 3 teacher.
During the last two years there have been consistent and increasing devlopment of 'parental involvement with reading' and more recently 'parental involvement with Maths'.
A Co-ordinator will be appointed for a year's secondment from January 1987 with the possibility of an extension pending further developments. The Co-ordinator would be an experienced primary teacher who has already been working in a parental involvement scheme. It is essential that the successful candidate can drive a car. It is possible that, alternatively, two part-time co-ordinators could be appointed, one interested in parental involvement with reading, and the other in Maths; If you are interested in either of these appointments, application forms and further details from Staffing (T) Section, Education Department, County Hall, Taunton, Somerset. TA1 4DY. (SAE please). Closing date 17th October 1986.

### SECONDARY HOME ECONOMICS

continued

**LONDON N8**
THE SCHOOL OF ST. DAVID & ST. KATHARINE
Hillfield Avenue, London N8 7DT
Headmaster: D.F. Caveen, B.Sc.
London Borough of Haringey Church of England Voluntary Aided Mixed 11-18 Comprehensive
1100 on roll
A teacher of HOME ECONOMICS, Scale 1, required for January 1987 to work within a successful department and Design Faculty, which has excellent resources and equipment in a purpose-built block. There are three attractive, interconnected Home Economics rooms with an adjoining flat. The post includes some teaching of Child Development.
Further information and application forms from Headmaster (s.a.e. please).
Closing date: 24th October. (33422) 133022

**WEST SUSSEX**
TEXTILES SPECIALIST
SCALE 1 or 2
OATHALL COMMUNITY COLLEGE
Haywards Heath
Required January 1987 to join a strong and successful Home Economics Department in this newly established Community College (11-16 Mixed Comp. NOR 1100). Possibility of Scale 2 for an exceptional candidate.
Apply by letter to the Headmaster with the names/addresses of 2 referees within one week of this advertisement, to Oathall Community College, Appledore Gardens, Haywards Heath, West Sussex RH16 2AQ. (33680) 133022

**WEST SUSSEX**
MANHOOD COMMUNITY COLLEGE
(Group 9, 10-16 mixed comprehensive)
Salary: Scale 1
Required January 1987, permanent Scale 1 Teacher of Home Economics to teach throughout the age and ability range and to take responsibility for the introduction of GCSE.
Application form and further details available from the Headmistress, The Manhood Community College, School Lane, Selsey PO20 9EH (s.a.e. please).
(33691) 133022

**WILTSHIRE**
COUNTY COUNCIL

KINGDOWN SCHOOL
Warminster

(Comprehensive, Mixed, 11-18, 1350 pupils)

Temporary teacher of Home Economics required to cover maternity leave (approximately two terms from January 1987). The post requires the ability to teach both Home Economics and Textiles in Years 1-3, Food & Nutrition to C.S.E. and O Level, Creative Textiles to G.C.S.E., the Community Care component of City & Guilds 365 and also the flexibility to integrate into all aspects of the City & Guilds course.

Applications by letter to Mr J. Lilly, Headmaster, Kingdown School, Woodcock Road, Warminster, Wilts. BA12 9DR (with s.a.e.), including full c.v. and the names and addresses of two referees. (33722) 133022

### Humanities

### Scale 1 Posts

**GLOUCESTERSHIRE**
Please see display advertisement on Page 60.
(12916) 133222

**HEREFORD AND WORCESTER**
COUNTY COUNCIL

EVESHAM HIGH SCHOOL
Four Pools, Evesham, Worcs. WR11 6DQ

Required from January 1987 an Assistant Teacher, Scale 1, to work in the Humanities Department. The main teaching commitment is History to 16+ and GCSE level, but there is also some non-exam work in Social Studies and General Humanities.

Please apply by letter enclosing C.V. and names, addresses and telephone numbers of 2 Referees.

Closing Date 20th October 1986. (33416) 133222

PLEASE MENTION THE T.E.S. when replying to advertisements

**LEICESTERSHIRE**
COUNTY COUNCIL

An Equal Opportunity Employer

KING EDWARD VII COLLEGE
Warren Hills Road, Coalville, Leicester LE6 3UU

(14-18 Upper)

SCALE: 1

NOR: 1055

HUMANITIES

Required immediately for one week, 1 (O.S.) teacher of Integrated Humanities. Possibility of supply work in addition.

Contact Coalville 34925 for details.

Please contact the Headteacher for further details and application forms (SAE). (32516) 133222

**REDBRIDGE**

TRINITY R C HIGH SCHOOL
Mornington Road, Woodford Green, Essex IG8 0TP

Tel: 01-504 9756

Head: P.C.D. Doherty, B.A., (D.Phil)

Required for January 1987: Full-time, temporary teacher of Humanities (preferably a geographer) to cover for maternity leave in this 6 f.e. co-educational Roman Catholic Voluntary Aided School.

The post is on Scale 1, attracts Outer London Allowance. Assistance with legal fees for house purchase and re-settlement expenses where appropriate is given in approved cases.

Applications by letter to the Headteacher at the school as soon as possible, please. (33588) 133222

### Mathematics

### Heads of Department

**AVON COUNTY**
WHITEFIELD FISHPONDS SCHOOL
Snowdon Road, Fishponds, Bristol BS16 2HD
Required from 1st January 1987, Head of Mathematics Scale 4 (+SPA). Experienced graduate to take responsibility for the subject throughout the school to GCSE and 'A' Level.
Further details from and letters of application to the Headteacher immediately, giving full c.v. and names and addresses of two referees, enclosing sae.
Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (32885) 133418

**KENT**
COUNTY COUNCIL
EDUCATION DEPATMENT
EAST KENT AREA
SANDWICH SECONDARY SCHOOL
Dover Road, Sandwich CT13 0DA
Group 9, Secondary Modern
HEAD OF MATHEMATICS
Scale 4
Experienced teacher required for January 1987 to lead the department of four.
Apply by letter stating interests, including full C.V. and names and addresses of two referees as soon as possible.
Further details available from the Headmaster (SAE please). (33488) 133418

**KINGSTON UPON THAMES**
ROYAL BOROUGH OF KINGSTON UPON THAMES
TOLWORTH GIRLS' SCHOOL
Fullers Way North, Tolworth, Surbiton, Surrey KT6 7LQ
Tel: 01-397 3854
No. on Roll: 1009; 11-18 years, 126 in the VI Form
For January 1987 or as soon as possible thereafter, a well qualified teacher of MATHEMATICS is required to be Head of Mathematics Department in this 11-18 Girls' School. The department is very well established and high numbers of pupils continuing the study of mathematics at 16+ is indication of the success of the mathematics teaching in the school. SMP is taught throughout years 1 and 2.
This post would suit an experienced forward thinking person who is able to head a very committed group of teachers.
Scale 4 post. London Allowance £726.
Interested applicants should write to the Headteacher in the first instance enclosing full curriculum vitae and the names, addresses and telephone numbers of two referees. Closing date for applications - 22nd October 1986. (32847) 133418

**LEICESTERSHIRE**
COUNTY COUNCIL

An Equal Opportunity Employer

ENGLISH MARTYRS R.C. SCHOOL
Anstey Lane, Leicester LE4 0FE

(11-18 Secondary)

SCALE 4

NOR: 965

HEAD OF MATHEMATICS

Required for January 1987 a suitably qualified and experienced teacher to lead a large department which is currently running courses to CSE 'O' Level and 'A' Level and the CPVE. A capable mathematician is sought who can manage the curriculum change necessary to tackle new modes of assessment, the implications of GCSE across the whole school and who can contribute to the broader work and ethos of the Catholic School.

Please contact the Headteacher for further details and application forms (SAE). (32519) 133418

**LONDON N8**
THE SCHOOL OF ST DAVID & ST KATHARINE
Hillfield Avenue, London N8 7DT
Headmaster: D.F. Caveen, B.Sc.
London Borough of Haringey Church of England Voluntary Aided Mixed 11-18 Comprehensive
1100 on roll
A HEAD OF MATHEMATICS, Scale 4, required for January 1987 to lead a team of eight staff in a well-established and resourced department with a suite of specialist rooms. The department offers a full range of courses and is adopting SMP 11-16 for GCSE. Younger pupils learn the computer language LOGO using ARARI computers.
Further information and application forms from Headmaster (s.a.e. please).
Closing date: 24th October. (33423) 133418

### Scale 2 Posts and above

**BERKSHIRE**
ROYAL COUNTY OF BERKSHIRE
SLOUGH & ETON C.E. SECONDARY SCHOOL
Ragstone Road, Slough SL1 2PU
N.O.R.: 455
Required for January, a TEACHER to be second in charge of the Mathematics Department (Scale 2).
Further particulars and application forms available from the Headteacher. Tel: Slough 20824.
An Equal Opportunity employer. (33189) 133420

**EAST SUSSEX**
PILGRIMS SCHOOL
Please see main advertisement under subject heading 'Special Education'. (33580) 133420

**EAST SUSSEX**
WILLINGDON SCHOOL
Broad Road, Lower Willingdon, Eastbourne BN20 9QX
Comprehensive mixed, 11-16. Roll: 800
From January 1987: experienced Mathematics Teacher (Scale 2) as second in a successful, forward-looking department. Should be prepared to make a positive contribution to the development of new courses.
Relocation grants in approved cases.
Application forms and further details (sae please) from the Head Teacher. (33658) 133420

**ESSEX**
MAYFLOWER COMPREHENSIVE SCHOOL
Stock Road, Billericay, Essex
Tel: Billericay 3171
(Roll 1540-including 180 in Sixth Form)
GRADUATE TEACHER OF MATHEMATICS - Scale 3
Mixed 11-18 Comprehensive School on one site with modern buildings and attractive environment
Required from January or Easter, to teach to G.C.S.E. and Advanced level work. The post includes responsibility as one of the two External Examination Officers in the school.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please).

CHALVEDON SECONDARY SCHOOL
Wickford Avenue, Pitsea, Basildon SS13 3HL
Tel: Basildon 552536
(Roll 1450)
MATHEMATICS TEACHER - Scale 2
Required as soon as possible to teach throughout a well established department. Rented accommodation possible and relocation allowance payable in approved cases.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please).

TORELLS SECONDARY SCHOOL
Buxton Road, Grays, Essex
Tel: 0375 371351
(11-16 years comprehensive)
(Roll 720)
2ND IN MATHEMATICS DEPARTMENT - Scale 3
Required January 1987, knowledge and interest of working with children with special educational needs. Re-location allowances in approved cases.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please). (32845) 133420

**HAVERING**
LONDON BOROUGH OF HAVERING
REDDEN COURT SCHOOL
Cotswold Road, Harold Wood RM3 0TS
Tel: Ingrebourne 42293
(Roll 747 Mixed)
Headteacher: B.A. Groome, M.A.
A suitably qualified and enthusiastic Mathematics graduate, Scale 2, is required for January 1987 to assume Second in Department responsibilities in a vigorous and committed department comprising six staff. Ability to teach throughout the secondary age range as well as across the full ability range essential; ability to teach applied mathematics at 'A' Level an advantage.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (33453) 133420

**Lancashire County Council**
AN EQUAL OPPORTUNITY EMPLOYER

Unless otherwise stated the following are required for 1st January, 1987, and the closing date is 23rd October, 1986.

Secondary Schools

Forms/further details and/to Headteacher at the school. SAE please.

PRESTON PARKLANDS HIGH
Moor Park Avenue, Preston. (837 on Roll)
SCALE 3 – HEAD OF ENGLISH

SKELMERSDALE GLENBURN HIGH
Yewdale, Southway, Skelmersdale. (910 on Roll)
1st January, 1987 or as soon as possible.
SCALE 3 – HEAD OF SPECIAL NEEDS

Re-advertisement
COLNE PRIMET HIGH
Dent Street, Colne. (718 on Roll)
SCALE 2 – MATHEMATICS

Forms/further details for this post only from/to the District Education Officer, Education Office, Market Street, Nelson, Lancs.

ORMSKIRK CROSS HALL HIGH
Ormskirk. (1136 on Roll, mixed 11-18)
Two Posts
(1) SCALE 1 – BUSINESS AND INFORMATION STUDIES
(2) SCALE 1 – CRAFT DESIGN AND TECHNOLOGY

NELSON WALTON HIGH SCHOOL
Oxford Road, Nelson. (822 on Roll)
SCALE 1 – GEOGRAPHY

Forms/further details for this post only from/to the District Education Officer, Education Offices, Market Street, Nelson, Lancs.

(92795)

**HEREFORD AND WORCESTER**
COUNTY COUNCIL

ROSS-ON-WYE, THE JOHN KYRLE HIGH SCHOOL
Ledbury Road, Ross-on-Wye, Herefordshire HR9 7ET

(1250 Mixed, 11-18, 140 in Sixth Form)

Required from January 1987, a Scale 2 graduate teacher of Mathematics to join this progressive collective responsibility department.

The successful candidate will be a person capable of teaching to 'A' level and will be expected to co-ordinate part of the present 11-16 S.M.P. Maths. scheme.

This is a post of responsibility for a young ambitious teacher with interesting ideas and a view to future career moves.

Application by letter (no forms) with C.V. Shortlisted candidates will be sent further details and form of application. (33417) 133420

**KENT**
TUNBRIDGE WELLS
THE SKINNERS' SCHOOL
(Voluntary Aided Grammar School of 680 boys: 170 in Sixth Form)
Required for January 1987: an experienced Graduate well qualified to teach Mathematics throughout the School to 'A' level: help with Statistics is desirable. This is an important Scale 3 appointment as Second in the Department. Readiness to assist with activities will be a recommendation.
Apply by letter to the Headmaster, The Skinners' School, Tunbridge Wells TN4 9PG enclosing curriculum vitae, a statement of interests and the names of two referees. (33489) 133420

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
CHATHAM HOUSE GRAMMAR SCHOOL
Ramsgate, Kent CT11 7PS
(Tel: (0843) 591075)
670 boys, 6th Form 200
MATHEMATICS
Required for January (or earlier if possible), graduate to teach Maths. throughout the school in a Department with a strong examination record. Sixth Form work available from September. Willingness to teach a small amount of Computing or Junior Science till then an advantage, but not essential. Scale I or II according to qualifications and experience.
Further details of the School available from the Headmaster to whom letters of application (no forms) should be sent as soon as possible.

NORTH KENT AREA
THE SHEPPEY SCHOOL
Required for January 1987 a graduate teacher of Mathematics, (Scale 3), to take responsibility for all A level and G.C.S.E. work with Sixth Forms, in this Group 13 Comprehensive School.
Letters of application by October 24th quoting two referees, to The Headmaster, The Sheppey School, Minster Road, Minster-on-Sea, Sheerness, Kent ME12 3JQ.

SOUTH KENT AREA
DUNCAN BOWEN SCHOOL
Off Stanhope Road, Ashford, Kent TN23 2RN
Roll 794
Temporary Teacher of Mathematics Scale 2 required for Spring and Summer Terms 1987.
Applications naming two referees to the Headmaster from whom further information can be obtained. (S.A.E. please). (33490) 133420

**KNOWSLEY**
ST THOMAS BECKET RC COMPREHENSIVE SCHOOL
St Augustine's Wing, Longview Drive, Huyton, Merseyside L36 6EG
(1068 pupils on roll, including 51 in sixth form - SPA payable)
Scale 3 Deputy Director Mathematics Faculty required for 1 January 1987.
Further information available from the Headteacher (s.a.e.).
Applications by letter, including full c.v. and names of two referees to the Headteacher by 24th October 1986. (33382) 133420

**LEICESTERSHIRE**
COUNTY COUNCIL

An Equal Opportunity Employer

CASTLE DONINGTON COMMUNITY COLLEGE
Mount Pleasant, Castle Donington, Derby DE7 2LN

(10-14)

NOR: 593

MATHEMATICS
SCALE: 2

Required January 1987 teacher to be responsible for computing throughout the college, to advise on information technology and to be second in the Mathematics Department.

Please contact the Headteacher for further details and application forms (SAE). (97885) 133420

**LEICESTERSHIRE**
COUNTY COUNCIL

An Equal Opportunity Employer

MARTIN HALL SCHOOL
Link Road, Anstey, Leicester LE7 7EB

(11-14 High)

SCALE: 2

NOR: 500

MATHS

Required January teacher of mathematics. An interest in computers would be useful.

Please contact the Headteacher for further details and application forms (SAE). (97878) 133420

**LONDON W6**
THE SACRED HEART HIGH SCHOOL
212 Hammersmith Road W6 7DG
Tel: 01-748 7600
Girls R.C. Comprehensive
Roll: 537. Headmistress: Sister M. Russell
Required from January, 1987, Teacher of Mathematics, Scale 2 to be second in Department. Applicants should be prepared to share teaching across the whole ability and full age range. An interest in Computer Studies would be an advantage.
Letters of application with full c.v. should be sent to the Headmistress.
Closing date: 24th October 1986. (33359) 133420

**SUFFOLK**
COUNTY COUNCIL

SAMUEL WARD UPPER SCHOOL
Chalkstone Way, Haverhill

(Mixed Comprehensive 13-18: 840 on roll: 120 in Sixth Form)

Required for January, 1987, or as soon as possible teacher of MATHEMATICS (Scale 2) for exceptional and innovative department. Pilot school for revised SMP project.

The local housing authority is prepared to give sympathetic consideration to the provision of housing for teachers.

Further details and application forms available from the Headteacher at the school (s.a.e. please) to whom they should be returned as soon as possible.

The Area Education Officer, Suffolk County Council, Shire Hall, Bury St. Edmunds IP33 2AS. (33845) 133420

**SUFFOLK**
COUNTY COUNCIL

FARLINGAYE HIGH SCHOOL
Ransom Road, Woodbridge IP12 4JU

13-18 mixed comprehensive, roll 770

Required January 1987 TEACHER OF MATHEMATICS, a range of work to 'A' level can be offered. A newly qualified teacher would be welcomed, although for an experienced teacher able to offer a specific specialism a Scale 2 post would be available.

Apply immediately by letter with curriculum vitae and the names and addresses of two referees, to the Head at the school, closing date 10th October, enclosing s.a.e. for details and forms. (33837) 133420

**SURREY**
EDUCATION COMMITTEE
NORK PARK SCHOOL
Picquets Way, Banstead SM7 1AG
(12-18 mixed comprehensive. N.O.R. 611 including 69 in Sixth Form)
SCALE 3 MATHEMATICS TEACHER
Required from January 1987 to act as second in a lively and strong department which is developing courses to suit the whole age range of abilities. An ability to teach all age ranges and to offer sixth form mathematics would be an advantage. Graduate preferred.
Letters of application and c.v. to be sent to the Headteacher as soon as possible. (33821) 133420

### Scale 1 Posts

**BATH**
KINGSWOOD SCHOOL
Bath BA1 5RG
Required for January 1987, graduate to share in the teaching of MATHEMATICS throughout the school, GCSE and A level. Some Further Maths (SMP) would be available to a suitable applicant. Kingswood is a co-educational boarding school with 170 in the Sixth Form, of whom 65 are studying A level Maths. Willingness to help with games and boarding duties would be advantageous.
Applications by 31st October 1986, with curriculum vitae and the names of two referees, to the Headmaster from whom further details can be obtained. (Tel: 0225 311627). (33731) 133420

### SECONDARY MATHEMATICS

continued

**BEDFORDSHIRE**
EDUCATION SERVICE
STOPSLEY HIGH SCHOOL
St. Thomas's Road, Luton, Beds.
Tel: 412233
Required for January 1987, a teacher of Mathematics to teach all ages and abilities up to 'O' level, C.S.E. (GCSE). Scale 1. Teachers seeking their first appointment welcome to apply.
Application forms available from and returnable to the Headmaster. S.A.E. please.
An Equal Opportunities Employer. (33783) 133422

**CROYDON**
THE LONDON BOROUGH OF CROYDON

EDUCATION DEPARTMENT

SELHURST HIGH SCHOOL FOR BOYS
The Crescent, Croydon CR9 2LX

Tel: 01-686 0951

Teacher of Mathematics

Scale 1 or 2

Required for January 1987, or earlier if possible, a well-qualified MATHEMATICS teacher for this boys' 14-18 comprehensive school.

The successful applicant must be able to teach to G.C.E. 'O' Level, and for C.S.E. and G.C.S.E., and a suitably qualified and experienced candidate could be offered a Scale 2 post.

Apply to: The Headmaster, Selhurst High School for Boys, The Crescent, Croydon CR9 2LX by October 22nd, 1986.
(33440) 133422

**CROYDON**
THE LONDON BOROUGH OF CROYDON

ST. JOSEPH'S COLLEGE
Beulah Hill, London SE19 3HL

Tel: 01-761 1426

R.C. Voluntary Aided School

1050 boys: aged 11-18: 150 Sixth Form

Conducted by the De La Salle Brothers

TEACHER FOR MATHEMATICS
Scale 1 or 2 depending upon experience

Tenable from January 1987.

Teacher for Mathematics to share in the work of the Department preferably up to 'A' level. Scale 2 part could be available for a suitable applicant.

*Further information* and application form from the Headmaster, returnable as soon as possible.
(33439) 133422

**CROYDON**
THE LONDON BOROUGH OF CROYDON

NORBURY MANOR HIGH SCHOOL FOR GIRLS
Kensington Avenue, Thornton Heath, Surrey CR4 8BT

Tel: 01-679 0062/4

MATHEMATICS TEACHER
Burnham Scale 1

Tenable from January 1987

Required for January 1987, a well-qualified teacher of Mathematics, to join an enthusiastic and committed Department in this 4-form entry 11-16 Girls' Comprehensive School. Candidates should be able to teach across the age and ability range. An interest in the investigational work needed for the GCSE would be an advantage.

For application forms and further details, please contact the Head Teacher.

Closing date: two weeks after appearance of this advertisement.
(33437) 133422

**ESSEX**
ST. ANSELM'S ROMAN CATHOLIC SCHOOL
Ghyllgrove, Basildon, Essex
Tel: Basildon 281234
(Roll 659)
TEACHER OF MATHEMATICS Scale 1 (+ £382 London Fringe Allowance)
Required January, to teach to all levels according to experience. Catholic preferred. School run by De La Salle Brothers.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please). (33540) 133422

**HAMPSHIRE**
PERIN'S COMMUNITY SCHOOL
Alresford
11-16 Community Mixed
Required January. Mathematics. First teaching applicants welcome.
Letter of application with full c.v., names and addresses of two referees and s.a.e. to the Head. (33687) 133422

**HERTFORDSHIRE**
THE BARNWELL SCHOOL
Barnwell, Stevenage, Herts. SG2 9SW
Tel: Stevenage 351696
Headmaster: M.L. Griffin, B.A.
11-18 Mixed Comprehensive
Scale 1 post
Required for January 1987, a Scale 1 teacher of Mathematics, to join a strong and well resourced Department. The SMP 11-16 course is taught in the Lower School and is gradually being introduced in the Upper School.
Letters of application together with a detailed C.V., to include the names and addresses of two referees should be forwarded without delay to the Headteacher from whom further details are avialable (telephone please). (33606) 133422

**HERTFORDSHIRE**
DURRANTS SCHOOL
Manor Way, Croxley Green, Rickmansworth
11-18 all ability
Required January, Teacher of MATHEMATICS to share the work of the department to O/CSE GCSE level. 6th form A level teaching is available for a suitably qualified candidate.
Scale 1 + London fringe allowance £382.
Apply by letter to Acting Headmaster giving curriculum vitae and names, addresses and telephone numbers of two referees. (33788) 133422

**HERTFORDSHIRE**
HITCHIN SCHOOL
Old Hale Way, Hitchin, Herts.
Tel: Hitchin 50982/3
Head: Mr J.K. Gray
Co-educational 11-19 Comprehensive
Required for January 1987, a teacher of MATHEMATICS. The department is well equipped and provides courses for all levels of public examinations, including the Herts Achievement Scheme. There is a separate Computer Studies Department with an excellent network system and other extensive equipment. The post would suit a well qualified entrant to the profession and in this case the appointment would be on Scale 1, but an experienced teacher of proven ability would be considered for a post on a higher scale. Opportunities exist for participating in a wide range of extra curricular activities and in the pastoral care system.
Applicants should write to the Headmaster as soon as possible giving full personal and professional details and providing the name, status and address of two referees, including present employer. (33786) 133422

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
CHATHAM HOUSE GRAMMAR SCHOOL
Ramsgate, Kent CT11 7PS
(Tel: (0843) 591075)
670 boys, 6th Form 200
MATHEMATICS
Required for January (or earlier if possible), graduate to teach Maths, throughout the school in a Departmet with a strong examination record. Sixth Form work available from September. Willingness to teach a small amount of Computing or Junior Science till then an advantage, but not essential. Scale I or II according to qualifications and experience.
Further details of the School available from the Headmaster to whom letters of application (no forms) should be sent as soon as possible.
(33491) 133422

**LEICESTERSHIRE**
COUNTY COUNCIL

An Equal Opportunity Employer

BABINGTON COMMUNITY COLLEGE
Strasbourg Drive, Beaumont Leys, Leicester LE4 0SZ

(11-18 School)

NOR: 920

SCALE: ONE

MATHEMATICS

Required January 1987, an ethusiastic and committed teacher of Mathematics for this 11-18 Community College.

Please contact the Headteacher for further details and application forms (SAE). (32518) 133422

**LONDON N8**
THE SCHOOL OF ST. DAVID & ST. KATHARINE
Hillfield Avenue, London N8 7DT
Headmaster: D.F. Caveen, B.Sc.
London Borough of Haringey Church of England Voluntary Aided Mixed 11-18 Comprehensive. 1100 on roll
Scale 1 teacher of MATHEMATICS for general maths teaching. The school uses SMP 11-16 scheme throughout.
Further information and application forms from Headmaster (s.a.e please).
Closing date: 24th October. (33424) 133422

**LONDON NW1**
SYLVIA YOUNG THEATRE SCHOOL
Required as soon as possible, experienced teacher of Mathematics for the secondary school on Mondays, Tuesdays and Wednesdays.
Please send CV to Ms. M. Melville, Sylvia Young Theatre School, Rossmore Road, Marylebone, London NW1 6NJ. (33898) 133422

**LONDON**
EMANUEL SCHOOL
Battersea Rise, London SW11 1HS
Please see main advertisement under subject heading 'Independent Schools, Mathematics.' (33147) 133422

**SEFTON**
METROPOLITAN BOROUGH OF SEFTON
BIRKDALE HIGH SCHOOL
Windy Harbour Road, Southport PR8 3DT
TEACHER OF MATHEMATICS AND COMPUTER STUDIES (Scale 1)
Required for January 1987, to teach across the full age range in this 11-16 all boys' Comprehensive School.
Further details and application forms may be obtained, on receipt of s.a.e., from the Headteacher of the school, to whom completed forms must be returned by 24th October 1986. (33467) 133422

**SUFFOLK**
COUNTY COUNCIL

ORWELL HIGH SCHOOL
Maidstone Road, Felixstowe IP11 9EF

11-18 mixed comprehensive roll 1099

Required January 1987, TEACHER OF MATHEMATICS, the opportunity to teach some PHYSICS could be made available.

Apply by letter to the Head with curriculum vitae and the names and addresses of two referees and s.a.e. for details. (33854) 133422

**SUTTON**
LONDON BOROUGH OF SUTTON
CARSHALTON HIGH SCHOOL FOR BOYS
Winchcombe Road, Carshalton SM5 1RW
Tel: 01-644 7325
MATHEMATICS
For January 1987 or as soon as possible a teacher of Mathematics to teach throughout the school, including some sixth form work. This is a TVEI school.
Applications to the Headteacher, by letter with c.v. and names and addresses of two referees. (32557) 133422

**V.S.O.**
Please see V.S.O. display ad under overseas appointments. (32678) 133422

### Modern Languages

### Heads of Department

**HUMBERSIDE**
EDUCATION DEPARTMENT
EAST RIDING DIVISION
SOUTH HOLDERNESS SCHOOL
Preston, Hull HU12 8UZ
(Rural co-educational comprehensive, 11-18 years, N.O.R. 1740)
HEAD OF MODERN LANGUAGES - SCALE 3
Required for January, 1987, or thereafter, a well qualified and experienced teacher of Modern Languages to act as Head of a growing department at present offering French and German to all levels. Candidates should ideally be able to offer both languages, but those offering only French should also apply.
Application forms and further details are available from the Head of the school (S.A.E. please) to whom completed forms should be returned by 20th October, 1986. (33404) 133618

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
WEST KENT AREA
TONBRIDGE, HILLVIEW SECONDARY SCHOOL FOR GIRLS
Brionne Gardens, Tonbridge TN9 2HE
Roll 430
Scale 3 HEAD OF FRENCH
Required for January 1987 an experienced graduate to assume responsibility for organising the French Department.
Please apply by letter to the Headmaster enclosing C.V. and the names and addresses of two referees. Testimonials may also be submitted. (33492) 133618

**LEICESTERSHIRE**
COUNTY COUNCIL

An Equal Opportunity Employer

KING EDWARD VII COLLEGE

See our advertisement for Head of Faculty Language Communication under Secondary Scale 4 English. (32528) 133618

**STOCKPORT**
Required from January 1987
TEACHER - HEAD OF MODERN LANGUAGES
Scale 4 Ref. 3038
STOCKPORT SCHOOL
Mile End Lane, Stockport SK2 6BW
Tel: 061-483 3628
A suitably qualified and experienced teacher required to teach French and German.
Application forms and further details available from the Headteacher and returnable to the Headteacher at the School, quoting reference, by 24th October 1986.
Stockport is an Equal Opportunities Employer. (33705) 133618

### Scale 2 Posts and above

**ENFIELD**
LONDON BOROUGH OF ENFIELD
BROOMFIELD SCHOOL
Wilmer Way, Southgate, London N14
Roll 1400
Required January 1987, well-qualified and experienced graduate to join the Modern Languages Department and to have special responsibility for GERMAN, Scale 2.
Applicants will be expected to be able to develop the G.C.S.E. course in German and take an active share in the teaching of French to G.C.E./G.C.S.E. level.
The school is well-resourced and has excellent facilities.
London Allowance, £726.
Application forms and further details (large SAE) obtainable from, and to be returned to, the Headmaster. Closing date 21st October 1986.
An equal opportunity employer. (33523) 133620

**ESSEX**
TABOR HIGH SCHOOL
Panfield Lane, Braintree CM7 7TW
Tel: 0376 23701
(Roll 1180)
MODERN LANGUAGES TEACHER - Scale 2
Required January 1987, to teach to 'A' level with subsidiary German to be Second in Department. Responsibilities will include the Graded Objective Scheme and organisation of Upper School French.
Curriculum vitae and names of two referees to Headteacher. Closing date 22nd October, 1986 (foolscap s.a.e. please).
(32543) 133620

**HAMPSHIRE**
BOHUNT SCHOOL
Liphook
11-16 Comp. Mixed. N.O.R. 1140
Scale 2 Languages; second in department offering French and German.
Letter of application with full c.v., names and addresses of two educational referees and s.a.e. to the Headteacher from whom further details are available. (33699) 133620

**HARROW**
EDUCATION COMMITTEE

CANONS HIGH SCHOOL
Shaldon Road, Edgware, Middlesex HA6 6AN

Tel: 01-952 1614/952 8502

We need a teacher of MODERN LANGUAGES (Scale 2) from January 1987 at this *mixed* comprehensive school for students aged 12-16. The successful candidate will be able to teach French to 'O' level and will be responsible for Spanish in the school. A contribution to a tutorial programme of personal and social education will also be required.

Canons is committed to mixed-ability grouping and to developing policies for multi-cultural and equal opportunities education.

Outer London Allowance Payable.

Application forms from and to be returned to The Headteacher by 21st October, 1986. Please enclose stamped addressed envelope.

HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (33851) 133620.

**KNOWSLEY**
HALEWOOD COMPREHENSIVE SCHOOL
The Avenue, Halewood, Merseyside L26 1UU
(972 pupils on roll, including 148 in sixth form)
(Re-advertisement - previous applicants considered)
Scale 2 teacher required for 1 January 1987 to teach Modern Languages; applicants must be able to offer Spanish.
Further information available from the Headteacher (s.a.e.).
Applications by letter with full c.v. and names of two referees to the Headteacher within 10 days.
(33384) 133620

**TEACH ON EXCHANGE ABROAD**
See Overseas Appointments or call Central Bureau 01-486 5101, Ext. 274. (32913) 133620

### Scale 1 Posts

**AVON COUNTY**
BEDMINSTER DOWN SCHOOL
Donald Road, Bristol BS13 7DQ
(Comprehensive, Co-Educational, 900 pupils, 11-18 years)
Required from 3rd November, 1986, a well qualified teacher of French to take classes from the full age and ability range including GCSE and 'O'-Level. This is a Fixed-Term Contract post initially to 31st December, 1986, to cover maternity leave.
Further details from and letters of application to the Head-teacher immediately, giving full c.v. and names and addresses of two referees, enclosing s.a.e.
Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (33556) 133622

**CAMBRIDGESHIRE**
(EQUAL OPPORTUNITY EMPLOYER)
BRETTON WOODS COMMUNITY SCHOOL
Flaxland, Bretton, Peterborough PE3 8DF
Tel: Peterborough 266975
Principal: Mr. J.L. Gribble, B.A., M.Ed.
Group 11
Required for January 1987:-
Teacher of French/German (Scale 1).
An enthusiastic and well qualified teacher to join the Modern Languages Faculty which is responsible for the teaching of French and German across the campus. It will be advantageous if the candidate can demonstrate an interest in language provision for lower ability students.
The successful candidate will find considerable scope for making a vital contribution to the continuing development of language provision in the school.
Possible housing assistance.
Further details and an application form available from the Principal at the above address (s.a.e.). Closing date: 24th September.
(33331) 133622

**CAMBRIDGESHIRE**
(Equal Opportunity Employer)
CITY OF ELY COMMUNITY COLLEGE
Downham Road, Ely, Cambs. CB6 2SH
Required for January or earlier if possible, teacher of Modern Languages (Scale 1) to teach across the age and ability range in this new Group 11 Community College. Strength in German would be an advantage.
Application form and details from the Principal (s.a.e. please). (33433) 133622

**HARROW**
EDUCATION COMMITTEE

SACRED HEART HIGH SCHOOL
186 High Street, Wealdstone, Harrow, Middx. HA3 7AY

Tel: 01-863 9922

Required for January 1987 Teacher of French to cover maternity leave for two terms.

Applicants should send a letter of application, together with c.v. and the names of two referees to Mrs. M. Howie, Acting Headteacher by 7.11.86. Please enclose stamped addressed envelope.

Harrow is an Equal Opportunity Employer. (33848) 133622

**WEST GLAMORGAN**
County Council

EDUCATION DEPARTMENT

**Teaching Vacancies**

Applications are invited for the following posts to commence in January 1987 or earlier where possible.

Application forms and further details for the following posts must be obtained from the appropriate school concerned.

**Llansamlet Junior Comprehensive School**
Walters Road, Llansamlet, Swansea, SA7 9RP.
(Mixed) (487 on Roll) (Age Range 11–13).

**Head of Integrated Science Department**
*Well qualified and experienced teacher. Scale 2. Scale 3 available for suitable candidate.*
(Post Ref: 3:22:86)

**Pentrehafod Comprehensive School**
Pentremawr Road, Hafod, Swansea, SA1 2NN.
(Mixed) (1230 on Roll) (Age Range 11-18)

1. **Head of Drama Department**
   To be responsible for the teaching and organisation of Drama throughout the School. Scale 2.
(Post Ref: 4:22:86)

2. **Assistant Teacher Business Studies**
   to teach the subject throughout the School. An ability to assist in the teaching of Community and Social Studies would be an advantage. Scale 1.
(Post Ref: 5:22:86)

3. **Assistant Teacher English**
   to teach the subject throughout the School, including Type writing, Accounts and Commerce. Scale 1.
(Post Ref: 6:22:86)

**Baglan Primary School**
Baglan, Port Talbot, SA12 8TF.
(Mixed) (230 + Nursery on Roll) (Age Range 3-11)

**Assistant Teacher**
to teach in Junior Department in a designated Slow Learning Class. The successful applicant will also be required to assist in teaching Junior girls' games. Scale 1 + S.C.A.
(Post Ref: 7:22:86).

**Blaenymaes Primary School**
Broughton Avenue, Blaenymaes, Swansea, SA5 5LN.
(Mixed) (285 + Nursery on Roll) (Age Range 3-11)

1. An experienced **Assistant Teacher**
   based initially in the Junior Department, to be responsible for Environmental Studies and Science throughout the Primary School. A willingness to accompany children on Residential Courses is desirable. Scale 2.
(Post Ref: 8:22:86)

2. **Assistant Teacher**
   with Infant experience is required to teach initially in the Infant Department. A working knowledge of the SPMG Mathematics scheme is desirable. Scale 1.
(Post Ref: 9:22:86)

**Traethmelyn Primary School**
Strauss Road, Port Talbot, SA12 7TN.
(Mixed) (313 + Nursery on Roll) (Age Range 3-11)
Infant/Nursery trained

**Assistant Teacher**
to be responsible for the nursery. Scale 1.
(Post Ref: 10:22:86)

Application forms and further particulars can be obtained from the appropriate School concerned on receipt of a large stamped addressed envelope, quoting the post reference.

The CLOSING DATE for receipt of completed application forms is THURSDAY, 23RD OCTOBER, 1986.

*John Beale*
*Director of Education*

(02708)

## SECONDARY MODERN LANGUAGES

continued

### HARROW

EDUCATION COMMITTEE

SALVATORIAN COLLEGE
High Road, Harrow Weald,
Middlesex

FRENCH, Scale 1

Required as soon as possible temporary teacher for French.

Letters of application to be sent to Mr. J. Montgomery, Headteacher, by 20th October, 1986.

Please enclose stamped addressed envelope.

HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (33847) 133622

### HAVERING

LONDON BOROUGH OF HAVERING
HALL MEAD SCHOOL
Marlborough Gardens,
Upminster RM14 1SF
Tel: Upminster 25684
(Roll 974 Mixed)
Headteacher: B.E. Saunders, B.A., B.Sc.

Required for January 1987, a well-qualified teacher of Modern Languages. Scale 1. The department offers French, German and Spanish to 'A' Level. Applicants are asked to indicate what other subjects they can offer.

Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (32534) 133622

### KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
NORTHFLEET SCHOOL FOR GIRLS
Hall Road, Northfleet, Kent

Required in January, a teacher of French to join a flourishing Modern Languages Department, and to work approximately .6 of the week.

Applications by letter to the Headmistress, giving full c.v and the names and addresses of 2 referees. SAE please. (33495) 133622

### KINGSTON UPON THAMES

ROYAL BOROUGH OF KINGSTON UPON THAMES
TIFFIN GIRLS' SCHOOL
Richmond Road, Kingston
Headmistress: Dr. H.A. Nicolle, M.A. (Oxon.), Ph.D.
No. on roll: 756 including 183 in VI Form

Required for JANUARY 1987, a graduate teacher of FRENCH for this 4 F.E. girls' grammar school, to join a lively, flourishing department. All girls take French to GCE/GCSE level and large numbers proceed to Advanced Level. The ability to teach a second language is desirable but not essential.

Scale 1 post. London Allowance £726.

Apply by letter to the Headmistress at the school, enclosing full curriculum vitae and the names, addresses and telephone numbers of two referees by Tuesday 28th October 1986. (33629) 133622

### LEICESTERSHIRE

COUNTY COUNCIL

An Equal Opportunity Employer

ENGLISH MARTYRS R.C. SCHOOL
Anstey Lane, Leicester
LE4 0FE

(11-18 Secondary)

SCALE: 1

NOR: 965

FRENCH

Required for January 1987 or before if possible, a teacher of French to work in a well organised department in a modern language base. Courses to examination level including 'A' level are available. An ability to work as a part of a departmental team and contribute to the general work and ethos of the Catholic School is sought.

Please contact the Headteacher for further details and application forms (SAE). (32521) 133622

### SOLIHULL

EDUCATION COMMITTEE
TEMPORARY FRENCH/GERMAN TEACHER
Scale 1
LODE HEATH SCHOOL
Lode Lane, Solihull, West Midlands B91 2HW
Tel: 021-704 1421

Required as soon as possible, in this 11-26 all-ability school.

Apply by letter to the Headteacher enclosing c.v. and s.a.e. (32507) 133622

### SHEFFIELD

MOUNT ST MARY'S COLLEGE
Independent H.M.C. School
REQUIRED IMMEDIATELY:

Temporary teacher of Spanish/French to 'O' and 'A' Level for current term. The appointment might become permanent. Ability to help with games an advantage.

Burnham salary according to experience.

Single accommodation available.

Write to The Headmaster, Mount St Mary's College, Sheffield S31 9YL. (33519) 133622

### SUFFOLK

COUNTY COUNCIL

ORWELL HIGH SCHOOL
Maidstone Road,
Felixstowe IP11 9EF

11-18 mixed comprehensive, roll 1099

Required January 1987, TEACHER OF FRENCH scale 1 up to 5th Year level, initially for a temporary post for two terms only. The school makes extensive use of graded language tests.

Apply by letter to the Head with curriculum vitae and the names and addresses of two referees and s.a.e. for details. (33838) 133622

### SUTTON

LONDON BOROUGH OF SUTTON
CARSHALTON HIGH SCHOOL FOR BOYS
Winchcombe Road, Carshalton
SM5 1RW
Tel: 01-644 7325
MODERN LANGUAGES - SCALE 1

Required for January 1987 or earlier if possible a teacher of Modern Languages (French main) who can additionally teach one or more of the following subjects:- English, Geography, History, R.E. This is a TVEI school.

Applications to the headteacher as soon as possible, with c.v. and names and addresses of two referees, with s.a.e. (32548) 133622

**CORNWALL EDUCATION COMMITTEE**

There is a Removal Expenses Scheme for teachers taking up permanent appointments from outside the County.

**COMPREHENSIVE SCHOOLS**

**Launceston College** Dunheved Road, Launceston, Cornwall, PL15 9JN.
Group 11.
NOR 1150. Sixth Form of 110.

**Head of Geography: Scale 3**

Head of Geography Department required in January 1987, to organise work in this subject at all levels including the Sixth Form.

Application forms/further details from the Headteacher at the school, on receipt of SAE.

**Liskeard School,** Luxstowe, Liskeard, Cornwall, PL14 3EA.
Group 11.
NOR 1176. Sixth Form of 108.

**P.E. & General Subjects: Scale 1**

A teacher of boys PE is needed for January 1987, who can also offer general subjects at 4th and 5th Year. Experience with City & Guilds 365 would be an advantage. The school has a lively and competitive PE department. The post could be temporary for two terms if preferred or permanent, and a Scale 2 post could be available for a candidate with appropriate experience.

Please apply by letter including curriculum vitae and names and addresses of two referees, to the Headteacher.

**PRIMARY SCHOOLS**

**Treverbyn C.P. Junior & Infant School,** Stenalees, St. Austell, Cornwall, PL26 8TL Group 4.

**Scale 1**

Teacher required for 1st year Junior class, to be responsible for Junior boys' games. A qualification to teach swimming and an interest in Science and Computers would be an advantage. The post is available from 1st January, 1987. The opportunity to influence its development throughout the school.

Application forms/further details from the District Clerk, District Education Office, Carlyon Road, St. Austell, on receipt of SAE.

**St. Cleer C.P. Junior & Infant School,** St. Cleer, Liskeard, Cornwall, PL14 5EA
Group 4.

**Scale 1**

Teacher for middle infants required for 1st January, 1987. Please state special interests.

Application forms available from the District Clerk, District Education Office, Graylands, Dean Street, Liskeard, PL14 5EA, on receipt of SAE.

Closing date 20th October, 1986.

(02707)

**Cornwall**

## Music

## Heads of Department

### ESSEX

GRAYS CONVENT HIGH SCHOOL
College Avenue, Grays RM17 5UX
Tel: 0375 376173
(Roll: 600)(girls 11-16)
HEAD OF MUSIC - Scale 3

Required January 1987 to teach music throughout the school to 'O', CSE and GCSE level. Responsible for organisation of peripatetic instrumental teachers, orchestra and senior/junior school choirs.

Curriculum vitae and names of two referees to the Headteacher (foolscap s.a.e. please). (33799) 133818

### HAMPSHIRE

ROMSEY SCHOOL
Greatbridge Road, Romsey
11-16 Community Mixed
N.O.R. 1100

Head of Music Scale 3 Post to teach all groups to 16 plus. To be responsible for thriving orchestral and choral work. Purpose built music suite and excellent facilities.

Interviews to be held 24th October, 1986.

Tel: Headteacher, Romsey 512334. (33871) 133818

### HUMBERSIDE

EDUCATION DEPARTMENT
EAST RIDING DIVISION
SOUTH HOLDERNESS SCHOOL
Preston, Hull HU12 8UZ
(Rural co-educational comprehensive, 11-18 years, N.O.R. 1740).
HEAD OF MUSIC/PERFORMANCE ARTS - SCALE 4

Required for January, 1987, or thereafter, an enthusiastic and experienced teacher of Music to act as Head of a newly established Performance Arts Faculty. The person appointed would be expected to co-ordinate the dance, drama, movement and music of the school, as well as to lead teams of teachers committed to the development of music as a practical experience for all pupils.

Application forms and further details are available from the Head of the school (S.A.E. please), to whom completed forms should be returned by 20th October, 1986. (33405) [illegible]

## Scale 2 Posts and above

### HARROW

EDUCATION COMMITTEE
NOWER HILL HIGH SCHOOL
Pinner Road, Harrow, Middx.
HA5 5RP
Tel: 01-863 1306
TEACHER OF MUSIC - SCALE 2

A well qualified and enthusiastic teacher, committed to current practice in music education, is required to be the second member of a flourishing music department, housed in a purpose-built suite of teaching, rehearsal and practice rooms. Music occupies a central place in the curriculum and extends into a wide range of extra-curricular activities to which a significant contribution will be expected.

Candidates should indicate their preferred second subject, and apply to the Headteacher direct by letter including curriculum vitae, and addresses of two referees. Closing date: 20th October 1986. Interviews 24th October 1986.

Please enclose a stamped addressed envelope.

HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (33855) 133820

### KNOWSLEY

HALEWOOD COMPREHENSIVE SCHOOL
The Avenue, Halewood,
Merseyside L26 1UU
(933 pupils on roll, including 197 in sixth form)

Scale 2 teacher required for 1 January 1987. Experienced, enthusiastic and committed Music teacher required to be Assistant Head of Department. Responsibilities will include all matters relating to choral work within the Department. The successful candidate will be expected to possess competent keyboard skills. The ability to offer English as a second subject will also be an advantage.

Application by letter with full c.v. and names of two referees to the Headteacher to be received by 24 October 1986. (33378) 133820

### LEICESTERSHIRE

COUNTY COUNCIL

An Equal Opportunity Employer

KING EDWARD VII COLLEGE
Warren Hills Road,
Coalville, Leicester LE6 3UU

(14-18 Upper)

SCALE: 2

NOR: 1053

MUSIC

Required for one year as soon as possible. Enthusiastic teacher to teach MUSIC to 'A' level. New entrants to the profession could be considered on Scale 1.

Apply immediately to College, Coalville 24925 for further details and information. Part time temporary supply examination work would be available.

Please contact the Headteacher for further details and application forms (SAE). (97881) 133820

## Scale 1 Posts

### KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA
SHEPPEY SCHOOL
Minster Road, Minster-in-Sheppey ME12 3JQ

Qualified Music teacher required immediately part-time work will include lessons with GCSE, CSE and Third year and further expansion in envisage next year. Ability to participate in Music Centre advantageous.

Letters of application with c.v. and names/addresses of two referees to the Headteacher. (33494) 133822

### KNOWSLEY

ST PAUL'S RC COMPREHENSIVE SCHOOL
Wood Road, Halewood,
Merseyside L26 0TA
(830 pupils on roll)

Scale 1 Music teacher required for 1 January 1987, spring term only.

Applications by letter with full c.v. and names of two referees to the Headteacher by 24 October 1986. (33380). 133892

### LEICESTERSHIRE

COUNTY COUNCIL

An Equal Opportunity Employer

NEWBRIDGE HIGH SCHOOL
Forest Road, Coalville,
Leicester LE6 2SJ

(11-14 High)

SCALE: 1

NOR: 524

MUSIC

Required for 6th music to cover maternity leave. Scale 2 available for suitably qualified candidate.

Apply immediately to the Head.

Please contact the Headteacher for further details and application forms (SAE). (37579) [illegible]

### STAFFORDSHIRE

CHESLYN HAY HIGH SCHOOL
Saredon Road, Cheslyn Hay,
Walsall WS6 7JE

Required for January 1987: Teacher of music (Scale 1). Music is taught up to 'A' level, work at all levels is available for a suitably qualified candidate.

Application forms obtainable from and returnable to the Headteacher.

Canvassing will disqualify.

Closing date 10 days from publication.

Trade Union membership encouraged.

An equal opportunity employer.

STAFFORDSHIRE COUNTY COUNCIL. (32514) 133822

### SURREY

EDUCATION COMMITTEE
EPSOM HIGH SCHOOL
Longmead Road, Epsom,
Surrey
12-18 Mixed Comp. 610 on roll inc. 90 6th Form

Required January 1987, Permanent Scale 1 teacher of MUSIC throughout the School.

Please state 2nd subject.

Further details and application form from the Headteacher. Tel: Epsom 40388. (33605) 133822

### SURREY

EDUCATION COMMITTEE
ST JOHN THE BAPTIST R/C COMPREHENSIVE SCHOOL
Elm Bridge Lane, Kingfield,
Woking, Surrey
R/C mixed comprehensive
N.O.R. 738 (including 115 in 6th Form)

Required for January 1987 a part-time teacher of Music for the equivalent of two days per week to teach in the main school.

Details and application form from the Headteacher - Woking 29343. (33820) 133822

### WILTSHIRE

UPPER AVON SCHOOL
Durrington, Salisbury SP4 8HN

N.O.R. 850. Mixed 11-18

TEACHER OF MUSIC AND DRAMA Scale 1

Required for January, 1987. An appropriately qualified teacher of Music and Drama (approximately 2/5 Music and 3/5 Drama) to join the Faculty of Creative Arts and Movement. This is an excellent opportunity to join in the development of this Faculty which divides teaching in both subjects to all pupils in Years 1-3 together with P.E. Emphasis is placed on both classroom and extra-curricular activities, there are well-equipped Music rooms and a new Drama Suite. The successful applicant would be expected to have an interest in at least two of the following Music developments: Choir, Junior Band (to complement the highly successful Senior Band), Chamber Groups and be expected to participate fully in the school productions (this year Oklahoma is being presented at the end of the Spring Term). Music is taught up to 'A' level and Drama up to G.C.S.E.

Applications by letter, no forms, to the Headmaster at the school by Friday, 17 October, 1986, giving the names of two referees. (33334) 133822

## Pastoral

## Heads of Department

### MERTON

LONDON BOROUGH OF MERTON
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
RICARDS LODGE HIGH SCHOOL
Lake Road, Wimbledon,
London SW19 7HB
Tel: 01-946 2208
Head Teacher: Mrs D.E. Kay, B.A., Dip. Ed., M.Sc., L.T.C.L.
Age Range: 13 - 18 years
No: on Roll: 770 girls of whom 160 are in the 6th form

Required for January 1987 a Scale 4 HEAD OF YEAR for this girls' comprehensive school, initially to be in charge of the sixth form. Please state teaching subjects: an ability to teach HISTORY would be an advantage.

CLOSING DATE: 27th November, 1986.

Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (33621) 134018

## Scale 1 Posts

### NOTTINGHAMSHIRE

THE MINSTER SCHOOL
Southwell

Required for January Assistant Tutor for boarding house of 55 boys. The post carries remuneration of £2,500 for residential, evening and weekend duties. It is possible that the post could be combined with a teaching commitment at the school or other daytime work in the vicinity of Southwell.

Accommodation for a single person or married couple without children.

Further details are available from the Headmaster, The Minster School, Nottingham Road, Southwell, Notts., to whom letters of application, with names of two referees and curriculum vitae should be sent. (33516) 134022

## Physical Education

## Heads of Department

### CAMBRIDGESHIRE

(EQUAL OPPORTUNITY EMPLOYER)
BUSHFIELD COMMUNITY SCHOOL
Orton Goldhay, Peterborough
PE2 0RQ
Tel: Peterborough 233014
(11-16)
Principal: Mr W.R. Stirling, M.A.
GROUP 9
REQUIRED FOR JANUARY, 1987:-

Head of Community Sport, Scale 3 to take specific responsibility for physical development across the curriculum and also to liaise with the Sports Centre Management on providing a full programme of Community Sport involving adult and youth tuition, and clubs.

This is a P.E. post with a difference.

Possible housing assistance.

Application forms and further details available from the Principal Bushfield Community School, Orton Centre Peterborough PE2 0RQ. Please send stamped addressed envelope. Applications to be returned by 24th October. (33434) [illegible]

### LEICESTERSHIRE

COUNTY COUNCIL

An Equal Opportunity Employer

ENGLISH MARTYRS R.C. SCHOOL
Anstey Lane, Leicester LE4 0FR

(11-18 Secondary)

SCALE: 3

NOR: 965

P.E.

Required for January 1987 a suitably experienced and enthusiastic teacher to head the further development of this important department and to play a wider role in promoting the ethos of the school.

Please contact the Headteacher for further details and application forms (SAE). (32520) [illegible]

### SHROPSHIRE

EDUCATION COMMITTEE

EQUAL OPPORTUNITY EMPLOYER

NEWPORT ADAMS GRAMMAR SCHOOL
Newport, Shropshire

(Haberdashers' Company Voluntary Aided Grammar School 400 Boys, including 120 Boarders and 90 in Sixth Form)

HEAD OF PHYSICAL EDUCATION (SCALE 3)

Required for January 1987, an experienced and well qualified teacher. Excellent facilities include large gymnasium, heated Swimming Pool Rugby and Hockey pitches set in 160 acres of grounds. Three miles from National Sports Centre, Lilleshall.

Particularly strong Games by tradition.

Opportunity to assist in boarding for suitable applicant.

Letters of application (no forms) and the names and addresses of two referees to the Head as soon as possible. (33500) [illegible]

## Scale 2 Posts and above

### HERTFORDSHIRE

HITCHIN SCHOOL
Old Hale Way, Hitchin, Herts.
SG5 1XT
Tel: Hitchin 50989/3
Head: Mr J.K. Gray
Co-educational, 11-19
Comprehensive

A good, young, enthusiastic P.E. and teacher of Boys' Games is required for the 1st January 1987 or as soon as possible thereafter, to be responsible for the whole department. Ideally the candidate should be able to offer a second subject or subjects and these should be stated in the application. It is expected that the appointment will be on Scale 2.

The post would suit a well qualified young member of the profession with two or three years of experience teaching. Facilities are excellent and include a Sports Hall and Gymnasium. A wide range of activities and magnificent playing fields provide excellent opportunities. The school has always enjoyed a considerable reputation for P.E. and Games.

Applicants should write as soon as possible to the Headmaster (no forms) giving personal and professional details of career to date and including names, status and addresses of two referees, including present employer. (33724)

## SECONDARY PHYSICAL EDUCATION

continued

### KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
CLARENDON HOUSE GRAMMAR SCHOOL FOR GIRLS
Clarendon Gardens, Ramsgate
Roll 570

Required for January 1987 an enthusiastic specialist teacher for Physical Education. A Scale 2 post is available for a candidate who is prepared to co-ordinate the Duke of Edinburgh Award Scheme and take responsibility for expedition work.

Further details may be obtained from the Headmistress (s.a.e. please) to whom letters of application, with the names and addresses of two referees, should be forwarded as soon as possible.

NORTH WEST KENT AREA
SWANSCOMBE SCHOOL
Swanscombe Street,
Swanscombe, Kent DA11 8AQ

Required for January 1987. Teacher i/c Boys' PE, Scale 2, in this mixed, 11-16 Thameside High School. Applicants should be able to offer a wide range of interests, have a good knowledge of recent trends in PE and Games, as well as being able to prepare pupils for public examinations in the subject. An ability to teach English would be an advantage.

Letters of application with cv and the names, addresses and telephone numbers of two referees to the Headmaster at the school.

Possibility of help with temporary housing in approved cases.

MID KENT AREA
SENACRE SCHOOL
Sutton Rd., Maidstone, Kent
ME15 9DT
Group 10 mixed High School in Thamesside scheme

Required January 1987, Scale 2 Teacher of Outdoor Education. Ability to teach Girls PE essential.

Applications with referees to Head Teacher asap. SAE for further details. (33495) 134220

### KNOWSLEY

HIGHER SIDE COMPREHENSIVE SCHOOL
Cumber Lane, Whiston,
Merseyside L35 2XG
(11-16, 751 pupils on roll)

Head of Girls' PE, Scale 2 required for January 1987. The school operates a full programme of PE activities and it is hoped to appoint a person with a special expertise in Dance/Drama and also able to contribute to the general PE programme including Outdoor Pursuits.

Further information available from the Headteacher (s.a.e.).

Applications by letter, including full c.v. and names of two referees to the Headteacher by 24 October 1986. (33376) 134220

## Scale 1 Posts

### BARNET

LONDON BOROUGH
EDGWARE COMPREHENSIVE SCHOOL
Green Lane, Edgware, Middx.
HA8 8BT
Tel: 01-958 5310
Mixed, 11-18. Roll 861. Sixth Form 101

Required JANUARY, 1987, or sooner if possible, teacher of GIRLS' PHYSICAL EDUCATION (Scale 1). Preference given to candidates who can offer DANCE and Netball and have strong commitment towards organisation of games activities outside school. School has good reputation for Games and P.E. and offers GCSE and P.E. as 4th and 5th Year option. Well equipped gymnasium and Sports Hall as well as extensive playing fields.

Removal expenses and separation allowances payable.

Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E.

Director of Educational Services. (32352) 134222

### BEDFORDSHIRE

EDUCATION SERVICE
ASHCROFT HIGH SCHOOL
Crawley Green Road, Luton, Beds.
Tel: 33011

Required for January 1987, or earlier if possible, a teacher of Boys' P.E. An ability to offer Geography an advantage. Scale 1.

Application forms available from and returnable to the Headmaster. S.A.E. please.

An Equal Opportunities Employer. (33794) 134222

### BEDFORDSHIRE

EDUCATION SERVICE
CHALLNEY GIRLS HIGH SCHOOL
Stoneygate Road, Luton, Beds.
Tel: 571427

Required for January 1987, a teacher of Girls' P.E. Scale 1.

Application forms available from and returnable to the Headmistress. S.A.E. please.

An Equal Opportunities Employer. (33793) 134222

### BEXLEY

LONDON BOROUGH
CLEEVE PARK SCHOOL
Bexley Lane, Sidcup DA14 4JN
Tel: 01-302 6418
11-18 years Group 11 Mixed

Required from January 1986, a teacher of Physical Education to join an enthusiastic department. Candidates should be able to teach all activities of girls physical education but a special interest in netball and dance will be desirable.

This post would be suitable for candidates seeking a first appointment. Please indicate second teaching subject.

Further details and application forms available from the Headteacher at the school to whom completed forms should be returned as soon as possible enclosing SAE. [illegible] 134222

### CALDERDALE

METROPOLITAN BOROUGH COUNCIL
THE CLARE HALL SCHOOL
Oxford Road, Halifax HX1 2QU
Ref. EDS/3071

Required from January 1987 a teacher of BOYS' PHYSICAL EDUCATION (Scale 1).

Application forms must be obtained from the Headteacher (large s.a.e. please) to whom completed forms should be returned, quoting post reference number by 24th October 1986.

The Council is committed to be an equal opportunities employer and service provider. Applications are invited from women and men from all sections of the community, irrespective of Ethnic origin, disability, sexual orientation or marital status who have the necessary attributes for the post. (33708) 134222

### CAMBRIDGESHIRE

(EQUAL OPPORTUNITY EMPLOYER)
BRETTON WOODS COMMUNITY SCHOOL
Flaxland, Bretton,
Peterborough PE3 8DF
Tel: Peterborough 266875
Principal: Mr. J.L. Gribble, B.A., M.Ed.
Group 11

Required for January, 1987 for two terms:-

A temporary teacher of P.E. (Scale 1).

An enthusiastic and well qualified specialist is required to join a committed and progressive P.E. Faculty. An interest in mixed P.E. is essential.

The successful applicant would also be expected to make a significant contribution to the teaching of boys' soccer and rugby.

The school enjoys the use of splendid facilities including swimming pool, sports hall, gymnasium, dance areas and extensive playing fields.

Further details and an application form available from the Principal at the above address (s.a.e.). Closing date: 24th September. (33330) 134222

### DORSET

HENRY HARBIN SECONDARY SCHOOL
Wimborne Road, Poole BH15 2BW
(Co-educational, age-range 12-16, 1250 on roll)

Required January, 1987 or earlier by agreement:-

Teacher of Boy's Physical Education and Geography. (Scale 1). Temporary contract to 31st August 1987.

Apply by letter to the Headmaster, giving full c.v. and the names and addresses of two referees. (33830) 134222

### DUDLEY METROPOLITAN BOROUGH

Equal Opportunities Employer

THE COSELEY SCHOOL
Ivyhouse Lane, Coseley,
Bilston, West Midlands
WV14 9JH

(12-16 co-ed. comp.
Group 10)

Required as soon as possible TEACHER of GIRLS P.E. (Scale 1 post) with special interest in DANCE preferred.

Letters of application with c.v. and naming two referees to Headmaster without delay. (33367) 134222

### ENFIELD

LONDON BOROUGH OF ENFIELD
ENFIELD GRAMMAR SCHOOL
Market Place, Enfield EN2 6LN
Roll 1058

There is at present a vacancy in this Voluntary Controlled 11-18 comprehensive school for boys for a teacher of PHYSICAL EDUCATION, (Scale 1). Ability to teach a second subject would be an advantage.

Applications from candidates seeking a first appointment will be welcomed.

London Allowance, £726.

Applications enclosing a Curriculum Vitae and the names of two referees should be made by letter to the Headmaster at the School as soon as possible.

An equal opportunity employer. (33526) 134222

### HILLINGDON

LONDON BOROUGH OF HILLINGDON

BISHOPSHALT SCHOOL
Royal Lane, Hillingdon UB8 3RF

Headteacher: Dr L. Bather, B.A., Ph.D.

Required for January 1987, a teacher of Girls Physical Education (Scale 1). A temporary or permanent appointment may be made.

The school has extensive playing fields on the site, tennis courts and a well equipped gymnasium. There would be an opportunity for a candidate interested in Dance and/or for a candidate with a keen interest in helping with the development of a GCSE course.

Please apply in the first instance by letter to the Head of the school stating the names and addresses of two referees.

Outer London Allowance payable. (33647) 134222

### HARROW

EDUCATION COMMITTEE

CANONS HIGH SCHOOL
Shaldon Road, Edgware,
Middlesex HA8 6AN

Tel: 01-952 1614/952 8502

We need a full-time teacher of P.E. (male or female) for January 1987 at this mixed comprehensive school for students aged 12-16. An interest in dance and mixed P.E. is essential.

Canons is committed to developing student independence in mixed-ability groups and to policies for multi-cultural and equal opportunities education. The successful candidate will be a tutor within a programme of personal and social education.

Outer London Allowance is payable.

Informal visits are welcome and may be arranged by telephone.

Application forms from and to be returned to Headteacher, by 22nd October, 1986. Please enclose stamped addressed envelope.

HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (33852) 134222

### KNOWSLEY

RUFFWOOD COMPREHENSIVE SCHOOL
Roughwood Drive,
Northwood, Kirkby,
Merseyside L33 8XF
(1800 boys and girls on roll, including 150 in sixth form - SPA payable)
(Re-advertisement - previous applicants considered)

Scale 1 teacher for boys' PE required on either a temporary or permanent basis, to make a broad contribution to an extensive PE programme.

Facilities include three gymnasia, pool and adjacent playing field.

Further information available from the Headteacher (s.a.e.).

Application by letter with full c.v. and names of two referees to the Headteacher as soon as possible. (33377) 134222

### MIDDLESEX

PHYSICAL EDUCATION
PART-TIME VACANCY

From January to cover staff on maternity leave.

Apply to the Headmaster, The Purcey School, Mount Park Rd., Harrow on the Hill, Middlesex. Tel: 01-422 3390. (33532) 134222

### SUTTON

LONDON BOROUGH OF SUTTON
ST. PHILOMENAS SCHOOL
Pound Street, Carshalton,
Surrey
Tel: 01-642 2025
(Comprehensive School for Girls 11-18 - 850 on roll - 130 in the sixth form)
P.E. - SCALE 1

For January, 1987, a specialist teacher of girls' Physical Education. The curriculum includes Lacrosse, Netball, Athletics, Tennis, Swimming, Gymnastics and Rounders.

The ability to teach some Music to Junior forms would be an advantage. A temporary two team appointment would be considered.

Application by letter to the Headteacher with c.v. and names and addresses of two referees. (32559) 134222

### WEST SUSSEX

TEACHER OF P.E. & DANCE
WORTHING HIGH SCHOOL
Salary: Scale 1

Required from December 1986 at this mixed comprehensive school of 850 pupils aged 12-16 years. TEACHER OF GIRLS PE & CO-EDUCATIONAL DANCE to GCSE. In the first instance this will be a temporary appointment to cover maternity leave.

Application form and details from Headmaster, Worthing High School, South Farm Road, Worthing, West Sussex BN14 7AR. (s.a.f.e. please). (33574) 134222

### WILTSHIRE

UPPER AVON SCHOOL
Durrington, Salisbury SP4 8HN

N.O.R. 850. Mixed 11-18

PHYSICAL EDUCATION
(Scale 1)

Required immediately.

Well qualified Physical Education teacher, with particular expertise in Rugby, Athletics and Swimming. An additional qualification would be an interest in the broad field of outdoor pursuits.

The is a two-term contract post, in the first instance, but there is a possibility of a permanent post for a suitable candidate at a later date.

Letter of application with curriculum vitae, no forms, together with the names of two referees to the Headmaster at the School as soon as possible. (33353) 134222

## Religious Education

## Heads of Department

### ESSEX

DAVENANT FOUNDATION SCHOOL
Chester Road, Loughton,
Essex IG10 2LD
(5-Form entry Voluntary Aided, coeducational Comprehensive, 180 in Sixth Form)
HEAD OF RELIGIOUS EDUCATION (SCALE 3)

Required for January or April 1987 a suitably qualified and experienced person to act as Head of Religious Education in this non-denominational Christian School.

Application Forms and Further Details are available from the Headmaster at the School. (33279) 134418

### SURREY

EDUCATION COMMITTEE
FULLBROOK SCHOOL
Selsdon Road, New Haw,
Weybridge, Surrey
11-18 co-educational. N.O.R. 1180 (including 170 in the Sixth Form)

Required for January 1987.

Head of Religious Education (Scale 3) to be responsible for the leadership and co-ordination of this lively and enterprising department, which has adopted a multi-faith syllabus throughout the school. The person appointed would be expected to contribute to the school's Personal and Social Education programme as well as teaching Religious Studies throughout the school, up to 'A' level.

Please write to the Head at the above address for an application form and further details, enclosing a current curriculum vitae and the names and addresses of two referees. (33826) 134418

## Scale 2 Posts and above

### LIVERPOOL

ASSISTANT TEACHER FOR RELIGIOUS EDUCATION
Scale 2

CARDINAL HEENAN R.C. HIGH SCHOOL (BOYS)
Honeysgreen Lane,
Liverpool L12 9HZ

Required for January 1987.

The School follows the Archdiocesan Syllabus. Scope for A level teaching available for a suitably qualified applicant.

Previous applicants will be automatically reconsidered.

Application forms available from (SAE) and returnable to the Headteacher at the school. Please quote reference No. P&M 172 (b). Closing date: 24th October 1986.

Liverpool City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (33719) 134420

## Scale 1 Posts

### HAVERING

LONDON BOROUGH OF HAVERING
ABBS CROSS SCHOOL
Abbs Cross Lane, Hornchurch
RM12 4YB
(Roll 981 Mixed)
Headteacher: D.J. Pownsey, M.A.

Required for January 1987, an enthusiastic graduate teacher of Religious Education. Scale 1, to join a small, but effective department teaching to GCSE and 'A' Level. Knowledge of the Hampshire syllabus would be an advantage.

Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (33451) 134422

### SUTTON

LONDON BOROUGH OF SUTTON
ST. PHILOMENAS SCHOOL
Pound Street, Carshalton,
Surrey
(Comprehensive School for Girls 11-18 years - 850 on roll - 130 in the sixth form)
RELIGIOUS EDUCATION - SCALE 1

Required for January 1987 a suitably qualified teacher of R.E. for all ability groups in the 11-18 age range including G.C.S.E. A temporary appointment, for two terms would be considered.

Applications by letter to the Headteacher with c.v. and names and addresses of two referees. (33560) 134422

## Rural Science

## Scale 2 Posts and above

### ISLE OF MAN

BOARD OF EDUCATION

RAMSEY GRAMMAR SCHOOL

(14-18 Mixed Comprehensive, 800 on roll)

EXPERIENCED TEACHER

Required for January, 1987, to take charge of existing Environmental Studies Courses and to teach Rural Studies and General Science as appropriate. Scale 2 allowance could be available for a suitable candidate.

Letters of application giving full curriculum vitae and the names and addresses of two referees, to the Headmaster, The Grammar School, Ramsey, Isle of Man. (0624-813202) by 15th October, 1986. (32929) 134620

### KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
WEST KENT AREA
RIDGEWAYE SCHOOL
Southborough, Tunbridge Wells, Kent TN4 0AA
Roll 670, 11-18, Mixed

Teacher required January 1987 to take charge of RURAL SCIENCE Pupils currently take CSE in the 5th year. Purpose built Unit with provision for poultry and small animals. Scale 2 post for suitable experienced teacher but applications from college students welcomed.

Applications by letter to the Headmaster with full c.v. and names and addresses of two professional referees within 10 days of the appearance of this advertisement. (33496) 134620

## Science

## Heads of Department

### EAST SUSSEX

BEXHILL HIGH SCHOOL
Down Road, Bexhill-on-Sea
TN39 4HT
Comprehensive mixed. 11-16.
Roll: 1370

From January 1987: Head of Science (Scale 4). Following promotion of previous postholder to a deputy headship, a well-qualified forward-looking Physicist is required to lead the department.

Relocation grants in approved cases.

Application forms (s.a.e. please) from the Head. (33498) 134818

### HERTFORDSHIRE

THE BROXBOURNE SCHOOL
High Road, Broxbourne,
Herts.
11-18 well established all ability school of 1120 with 130 in the Sixth Form.

Required for JANUARY 1987, HEAD OF BOYS' PHYSICAL EDUCATION (SCALE 3)

The school has 2 gymnasia, a heated swimming pool and extensive playing fields on this attractive 25 acre site.

Applicants should have a high level of expertise in rugby football and should be willing to nurture our Rugby Supporters Club and exchange links with Canada.

Applicants should also be able to develop the growing interest in basketball in addition to being able to play a leading role in cricket or athletics, which are our main Summer activities.

Apply immediately to the Headmaster giving full curriculum vitae and quoting 2 referees. (33769) 134818

### LEICESTERSHIRE

COUNTY COUNCIL

An Equal Opportunity Employer

GROBY COMMUNITY COLLEGE
Ratby Road, Groby,
Leicester LE6 0FP

(14-18)

NOR: 816

HEAD OF PHYSICS
SCALE: 3

January 1987 teacher to take charge of post 16 Physics and to become a senior member of the large faculty team. Mode 3 integrated science GCSE is taught to all students in the 4th and 5th year and Nuffield 'A' level physics at post 16.

Successful candidate will have respect for elements of the integrated science course, be expected to take on a tutorial role and have the opportunity of participating in the community teacher team.

Please contact the Headteacher for further details and application forms (SAE). (32526) 134818

### STAFFORDSHIRE

QUEEN ELIZABETH MERCIAN SCHOOL
Ashby Road, Tamworth,
Staff.

Required for January 1987 HEAD OF PHYSICS (Scale 3) to lead a strong department with the Science Faculty. An interest in modular courses would be helpful.

Application forms obtainable from and returnable to the Headteacher (s.a.e.).

Canvassing will disqualify.

Give names/addresses of two referees.

Closing date 10 days from publication.

Trade Union membership encouraged.

STAFFORDSHIRE COUNTY COUNCIL. (12013) 134818

## Scale 2 Posts and above

### BEDFORDSHIRE

EDUCATION SERVICE
HARLINGTON UPPER SCHOOL
Goswell End Road, Harlington
Tel: Toddington 4250

Required for January 1987, an experienced physics teacher Scale two, to teach Physics up to 'A' Level in this well equipped school. An ability to offer electronics would be an advantage.

Application forms and further details from the Headmaster, S.A.E. please.

An Equal Opportunities Employer. (33784) 134820

### ESSEX

EPPING FOREST HIGH SCHOOL
Borders Lane, Loughton,
Essex
Tel: 01-508 4080
(Roll 1025) (11-18 years)
BIOLOGY TEACHER - Scale 2

To teach to examination level, interest in horticulture an advantage 'A' level biology possible.

Curriculum Vitae and names of two referees to Headteacher (foolscap s.a.e. please). (32544) 134820

### HERTFORDSHIRE

BISHOP'S HATFIELD GIRLS' SCHOOL
Woods Avenue, Hatfield,
Herts. Tel: (07072) 75331/2

Required for January or Easter 1987, an enthusiastic and well qualified HEAD OF PHYSICS (Scale 2) to join a well equipped and developing Science and Technology Faculty. Physics is a popular subject in this all ability girls' school, in years four and five and in the sixth form.

Applications are invited from teachers of proven ability and an interest in technology and electronics would be very advantageous.

Apply direct to Headteacher at the school from whom further details may be obtained (foolscap s.a.e. please). Completed forms should be returned within 14 days of this advertisement. (33759) 134820

**CAMBRIDGESHIRE**

**Education**
**Cambridge Area**

**Swavesey Village College**
**(11 – 16)**

**HEAD OF SCIENCE**
**(Scale – 4)**

Following the appointment of the present postholder as Advisory Teacher for the County, we require for January 1987, an ambitious Physicist to lead a team selected to implement an Integrated Science programme for all pupils.

Telephone 0954 30366 for further details. Immediate applications by letter to: P.J. Talbott, MA, The Warden, Swavesey Village College, Swavesey, Cambs. CB4 5RS

(2736)

EQUAL OPPORTUNITY EMPLOYER

## SECONDARY SCHOOL
continued

### HERTFORDSHIRE

RICHARD HALE SCHOOL
Five Form Entry Boys' School, Sixth Form 160
Required for January, 1987, Scientist to teach Physics to 'A' level (Scale 3 plus London Fringe Allowance).
Apply by letter to the Headmaster, Richard Hale School, Hertford, giving names and addresses of two referees. Telephone enquiries would be welcome. (Hertford 53441) (33755) 134820

### HILLINGDON
LONDON BOROUGH OF HILLINGDON

GREENWAY SCHOOL
The Greenway, Uxbridge UB8 2PH

Number on roll: 788, 45 in Sixth Form

Headteacher: Mr M.B. Trowell, M.A., B.Sc.

CHEMISTRY TEACHER
SCALE 3

A Chemistry teacher is required for January 1987 who is able to offer the subject at all levels of ability.

It is hoped to appoint a candidate who has a strong interest in integrated science and who has demonstrated sufficient teaching and management expertise to be able to assume the role of assistant Head of Department in a strong, well equipped, Science Department.

Please apply in the first instance by letter to the Head of the school stating the names and addresses of two referees.

Outer London Allowance Payable. (33642) 134890

### ISLE OF WIGHT
MEDINA HIGH SCHOOL
Fairlee Road, Newport, I.W. PO30 2DX
Age range 13-18 years, 1184 on roll
Group 12 (Mixed Comprehensive)
Required for January 1987, TEACHER OF PHYSICS/INTEGRATED SCIENCE (Scale 3) for one term only to cover staff secondment. The teacher appointed will be responsible for teaching some Nuffield 'A' Level Physics, Integrated Science (Double Certificate) GCSE, and Science (Mode 3) CSE. Candidates with experience in these courses will have advantage.
Application forms and further details from the Headmaster (6A's please), to whom completed forms should be returned no later than 24 October 1986. (33690) 134880

### LONDON SW1
GREY COAT HOSPITAL SCHOOL
Greycoat Place, Westminster, London SW1
Voluntary-Aided Church of England Split-Site Comprehensive School
Required for January, 1986.
Enthusiastic CHEMIST able to contribute to the life of a school as member of thriving department. Scale 3 available for suitable candidate to take responsibility for Lower School. General Science. I.L.E.A. 'Insight' scheme is taught at present but is currently under review.
The successful candidate will be in sympathy with the Christian aims and ethos of the school. (32699) 134820

### MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
RICARDO'S LODGE HIGH SCHOOL
Lake Road, Wimbledon, SW19 7HB
Tel: 01-946 2208
Head Teacher: Mrs. D. E. Kay, B.A. Dip. Ed., M.Sc., L.T.C.L.
Age Range: 13 - 18 years
Nor on Roll: 770 girls of whom 160 are in the 6th Form
Required for January 1987 a teacher of Science to INTEGRATED SCIENCE to join a lively and friendly science department in this girls' comprehensive school. The successful candidate will teach Nuffield Physics to CSE with the opportunity to share substantially in 'A' level teaching. She/he will also take a full part in teaching Integrated Science in the 3rd year and LEAC Modular Science to GCSE. A Scale 3 post is available for a suitably qualified candidate.
CLOSING DATE: 27th October, 1986.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (33692) 134820

### NORTH YORKSHIRE
ST AIDAN'S C E HIGH SCHOOL
Ostlands Drive, Harrogate HG2 8JR
BIOLOGY TEACHER (Scale 2)
Required for 1.1.87, enthusiastic and flexible to teach to GCSE, 'A' and 'S' level plus some Combined Science in Lower School.
Apply by letter with c.v. and names and addresses of 2 referees to the Headmaster immediately. (33805) 134890

### SHROPSHIRE
BRIDGNORTH OLDBURY WELLS SCHOOL
Bridgnorth, Shropshire WV16 5DD
Tel: Bridgnorth 5454
11-18 Mixed Comprehensive School
Required for January, 1987. Permanent, Full-time Scale 2 Teacher of Physics at this 11-18 comprehensive school.
Application forms and details from the Head (S.A.E. required). (32654) 134820

### STAFFORDSHIRE
ST. THOMAS MORE R.C.(A) COMPREHENSIVE SCHOOL
Longton Hall Road, Longton, Stoke-on-Trent ST3 4NJ
The Governors invite application from January, 1987, for the post of:-
1. BIOLOGY (Scale 2). A well qualified and experienced teacher required to be second in a well-established, thriving subject Department, who will share the teaching of Biology throughout the school.
2. PHYSICS (Scale 3). A successful and experienced teacher required to share the teaching of Physics throughout the school, including 'A' level. This subject is one of the most popular options. Other responsibilities of the Scale 3 post will depend on the successful applicant's own abilities and qualifications.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
Canvassing will disqualify.
Closing date 10 days from publication.
Trade Union membership encouraged.
An Equal Opportunity Employer.
STAFFORDSHIRE COUNTY COUNCIL. (32315) 134820

### TRAFFORD
METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
SALE GRAMMAR SCHOOL FOR BOYS
Moss Lane, Sale M33 4NA
Tel: 061-973 4598
CHEMISTRY - SCALE 2
Required January 1987 to teach to 'O' Level and Junior science.
Application forms are available from and returnable to the Head at the above address. Closing date 17th October 1986. (33448) 134820

### WEST SUSSEX
PHYSICS TEACHER
SIXTH FORM COLLEGE
Worthing
Required in January 1987, good honours graduate to teach PHYSICS to A and O/GCSE levels in a large and successful department. This is a Scale 2 appointment, with possibility of Scale 3 for an outstanding applicant. Assistance with removal & resettlement expenses will be given in approved cases.
Applications (no forms), including c.v. and names and addresses of two referees to the Principal, Sixth Form College, Solsover Road, Worthing, West Sussex BN13 1NB. Closing date: 17th October, 1986. (33575) 134820



### CALDERDALE
METROPOLITAN BOROUGH COUNCIL
HIPPERHOLME & LIGHTCLIFFE HIGH SCHOOL
Stoney Lane, Lightcliffe, Halifax HX3 8TD
Ref: EHS/3072
Required from January 1987 for two terms only, a temporary teacher of SCIENCE/CHEMISTRY and PHYSICS (Scale 1).
Application forms must be obtained from the Headteacher (large s.a.e. please) to whom completed forms should be returned, quoting post reference number by 24th October, 1986.
The Council is committed to be an equal opportunities employer and service provider. Applications are invited from women and men from all sections of the community, irrespective of Ethnic origin, disability, sexual orientation or marital status who have the necessary attributes for the post. (33717) 134822

### DERBYSHIRE
COUNTY OF ST MARY'S COLLEGE
Derbyshire
(Mixed)
Required as soon as possible Graduate Biology teacher for 'O' and 'A' Level teaching. Single accommodation free in exchange for help with girls' supervision and games. Burgham salary according to qualifications.
Apply with c.v. and the names or referees to The Headmaster, Mount St Mary's College, Spinkhill, Via Sheffield S31 9VL. (33195) 134822

### ESSEX
BEAULIGH HIGH SCHOOL
Broadmayne, Wickford, Essex SS11 8LY
Tel: 0374 5466/7/8
(Mixed)
TEACHER OF PHYSICS AND/OR SCIENCE (Scale 1 plus allowance)
Required January 1987.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please).

CASTLE VIEW SCHOOL
Meppel Avenue, Canvey Island
Tel: Canvey Island 66661
(Roll 990)
CHEMISTRY TEACHER - Scale 1
Required for Spring Term 1987, excellent accommodation and facilities in well equipped, thriving school, that opened in 1980.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please). (32541) 134822

### HAMPSHIRE
QUEEN MARY'S COLLEGE
(1050 Mixed)
Please see under: Sixth Form Colleges Scale 1 Science. (33858) 134822

### HERTFORDSHIRE
PARMITER'S SCHOOL
High Street, Garston, Watford WD2 7JU
Voluntary Aided, Founded 1681. No. on roll: 900 (mixed)
Required January, well qualified graduate to teach SCIENCE with special responsibility for Modular Science to GCSE level, with some BIOLOGY and PHYSICS in the Middle and Lower School. Scale 1 + London fringe allowance £282. A genuine willingness to participate in extra curricular activities will be an advantage. The school is in a pleasant rural location near the intersection of the M1/M25 motorways within easy access of London.
Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees. (32190) 134822

### HERTFORDSHIRE
WATFORD GRAMMAR SCHOOL FOR GIRLS
Lady's Close, Watford
Required January, Graduate BIOLOGIST to share the work throughout the school to A Level and Special Paper level. Scale 1 + London Fringe allowance £282.
Apply by letter to Headmistress giving curriculum vitae and names of two referees and copies of testimonials. (33789) 134822

### HILLINGDON
LONDON BOROUGH OF HILLINGDON
BISHOP RAMSEY C.E. SCHOOL
Warrendene Road, Ruislip HA4 8RR
No. on roll 1054 - 165 in Sixth Form
Head Teacher: Miss P. Chadwick, M.A.
CHEMISTRY (Re-advertisement)
Scale 1 with a possibility of Scale 2 required for January 1987.
Full time Teacher of Chemistry, preferably up to 'A' level, to join this established Anglican Comprehensive school.
Please apply in first instance a letter stating the name and Road Address, e.g. telephone, stamped addressed envelope. (33437) 134822
Application forms (s.a.e.) and job specification. (33438) 134822

### ISLE OF WIGHT
SANDOWN HIGH SCHOOL
The Fairway, Sandown, IW PO36 9JH
Age Range: 13-18 years
1150 on roll
Group 12 (Mixed Comprehensive)
Required for January 1987, an enthusiastic and well qualified TEMPORARY TEACHER of PHYSICS AND INTEGRATED SCIENCE (Scale 1) to join our thriving Science Department, for what is expected to be one term, due to maternity leave. An interest in computers as a teaching aid in science would be welcomed, as would expertise in electronics at main school level.
Application forms and further details from the Headmaster (S.A.E. please) to whom completed forms should be returned by 24th October, 1986. (33689) 134822

### KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DOVER GRAMMAR SCHOOL FOR GIRLS
Crosswall, Dover
692 girls: 11-18. 142 in Sixth Form
CHEMISTRY TEACHER
Required for January 1987, a well qualified (or suitably qualified applicant), to teach Chemistry throughout the School. The School has a strong science department.
Letters of application, including a full c.v. and names and addresses of two referees to the Headmistress at the School, Frith Road, Dover.
Closing date Friday 17th October 1986.

NORTH WEST KENT AREA
NORTHFLEET SCHOOL FOR GIRLS
Rectory Road, Northfleet, Kent
Required in January, an enthusiastic and dedicated teacher to join the Science Department, and to teach to GCSE level. (Scale 1).
Applications by letter to the Headmistress, giving full cv and the names and addresses of referees. SAE please.
Closing date: A.S.A.P.

SOUTHFIELDS HIGH SCHOOL
Singlewell Road, Gravesend, Kent DA11 7RP
Required for January 1987 at this Thames-side High school, a Scale 1 teacher of Science. Science is taught throughout the school, at present, starting with an integrated course, developed by the Science Department in the Lower 2 in the 3rd year a series of modules are studied in preparation for the 4th and 5th year common core courses leading to GCSE in Modular Science, Biology, Physics, Chemistry, Technology and Electronics. Also offered as optional subjects at GCSE. Candidates will be expected to make a contribution to these developing courses.
Closing date: 24/10/86.
Possibility of help with temporary housing in approved cases.

THAMESVIEW SCHOOL
Thong Lane, Gravesend, Kent DA12 4LP.
Roll: 1100, Group 10 mixed, 11-17 High School
(Also adapted for Physically Handicapped pupils and having a Special Unit on Campus)
The school occupies an extremely attractive site on the eastern outskirts of the town and has proved popular.
Teacher of Biology, Scale 1 required from January 1987 to join a well established department working in modern well equipped laboratories. The ability to teach Biology to GCSE level and to contribute to Lower School Integrated Science courses are essential.
Applications by letter giving full cv and naming two referees should be sent to the Headteacher at the school as soon as possible.
Further details will be forwarded on receipt of s.a.e.
Possibility of help with temporary housing in approved cases.

SWANLEY SCHOOL
St. Mary's Road, Swanley BR8 7TE
Tel: 0322 65231
Headmaster: Douglas Macilcowie, B.A.
An established comprehensive school with a full range intake, mixed, 11-18. London Fringe Allowance
Required in JANUARY, a well-qualified Scientist to teach Biology within an integrated Science course to CSE, O and GCSE Level and also to teach one-year course in Human Biology to 'O' Level. This is a temporary vacancy as a result of maternity leave, but there is a possibility that it could become permanent.
Application is by letter to the Headmaster, giving c.v. and naming referees. S.A.E. please for acknowledgement and further information. (33497) 134822

### LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
LANCASTRIAN BOYS SCHOOL
Off Knighton Lane East, Leicester
(11-16 Secondary)
SCALE: 1
NOR: 890
SCIENCE
Required January Science teacher who can offer Chemistry to C.S.E. and 'O' levels as well as lower school science in this all ability, strictly comprehensive school. He/she will join an enthusiastic and supportive department at a time of rapid curriculum development within science.
Please contact the Headteacher for further details and application forms (SAE). (33802) 134822

### LONDON SE22
JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, SE22 8TE
GSA - 812 girls
Required for January 1987, temporary part-time Physicist.
See Independent Section for full details. (33143) 134822

### OXFORDSHIRE
COUNTY COUNCIL
PERRY SCHOOL
Sandy Lane West, Littlemore, Oxford OX4 5JY
Mixed Upper School of 930 Pupils
Required from November 3rd leave, a temporary teacher for general biology courses (11-18) and 'O' and 'A' level Biology. Part-time may be available if preferred.
Application forms available from the Headmaster, S.A.E. please. (33358) 134822

### SEFTON
METROPOLITAN BOROUGH OF SEFTON
MARIGOLD HIGH SCHOOL
Hall Lane, Liverpool L30 8TZ
Required for January 1987, 1) required date: January 1987 to teach to 'O' level.
Application forms and further details may be obtained on receipt of s.a.e. from the Headmaster of the School, to whom completed forms must be returned by 24th October 1986. (33470) 134822

### SUNDERLAND
BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
SHINEY ROW HIGH SCHOOL
Success Road, Philadelphia, Houghton-le-Spring DH4 7QJ
Required for January, 1987:
TEACHER OF SCIENCE (SCALE 1) to teach Integrated Science to years 1 and 2 and Chemistry/Physics to years 3, 4 and 5. 'A' level work is available for a suitably qualified applicant.
Application forms are obtainable from the Head Teacher at the school on receipt of a stamped addressed foolscap envelope to be returned by Tuesday, 21st October, 1986. (33653) 134822

### SURREY
EDUCATION COMMITTEE
KINGSWOOD SCHOOL
Kingston Road, Camberley GU15 4JS
(11-16 mixed comprehensive N.O.R. 1780, 337 in 6th Form
Required from January 1987, Teacher of Physics, initial Scale 1, to join thriving department. Teaching throughout age groups to Upper 6 available for suitable candidate. Post arises because of promotion of existing staff member.
Collingwood is a Phase 1 TVEI School.
Applications by letter to the Headmaster giving names of two referees. (33825) 134822

### V.S.O.
Please see V.S.O. display advertisement under overseas appointments. (32679) 134822

## Social Studies

## Heads of Department

### GLOUCESTERSHIRE
Please see display advertisement on Page 68. (32918) 135818

## Speech and Drama

## Heads of Department

### KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
TIFFIN GIRLS SCHOOL
Richmond Road, Kingston Upon Thames, Surrey
Headmistress: Dr B.A. Nicolle M.A. (Oxon) Ph.D.
Number on roll 756 including 153 in VI form
Required for January 1987 HEAD OF DRAMA for this F.E. Girls' Grammar School shortly to move into special modern buildings. A lively enthusiastic teacher interested in both extra-curricular work and examination work is sought.
Scale II post.
London Allowance £782.
Apply by letter to the Headmistress enclosing full curriculum vitae and the names, addresses and telephone numbers of two referees by Tuesday, 21st October, the latest, interviews will be held before October 31st. (33849) 135818

## Scale 1 Posts

### WILTSHIRE
Please see advert. for Music Teacher (33851) 135818



## Technology

## Heads of Department

### HERTFORDSHIRE
WILLIAM SCHOOL
Redburn Way, Letchworth, Herts.
Tel: Letchworth 685749
Head: Mr P. Gyatt
11-14 mixed educational all-ability
Roll 950
Required from January 1987, HEAD OF INFORMATION TECHNOLOGY (Scale 2). This challenging and challenging post offers enormous potential which covers two components: teaching, and staff INSET. The teaching commitment is half involvement and show principle, flair and determination in devising and implementing administration of the normal duty roots of all community staff and his/her role will include evening and weekend commitments.
For an application form and further details please send an S.A.E. to the Head Teacher, Richard Community School, Broad Way, Letch Heath, Sheffield, Walsall, West Midlands. Closing date: 24th October, 1986. Walsall is an Equal Opportunity Employer. (33206) 135816

### WALSALL
METROPOLITAN BOROUGH COUNCIL
Director of School and Community Services
Senior Teacher Scale 1
Required January, 1987 for this Community School which serves the Sheffield and High Heath Estates. The person appointed will be responsible for the Headmaster for maintaining and, whenever possible, extending the many community activities which are already in being. There is a wide variety of adult education classes, cultural, sporting and social activities, plus participation with the unemployed, elderly and handicapped. There will also be full involvement in school decision making as a member of the School's Senior Management Team. The person appointed will be experienced in this field and must be wholeheartedly committed to increasing community involvement and show initiative and determination in devising and implementing administration of the normal duty roots of all community staff and his/her role will include evening and weekend commitments.
For an application form and further details please send an S.A.E. to the Head Teacher, Community School, Broad Way, Leach Heath, Sheffield, Walsall, West Midlands. Closing date: 24th October, 1986. Walsall is an Equal Opportunity Employer. (33206) 135816





## Scale 2 Posts and above

### EAST SUSSEX
CHAILEY HERITAGE
Scale II/III Teacher
Required to be responsible for the development of the area of the curriculum that has previously been labelled C.D.T. at this 11-18 years school for the physically handicapped. We envisage the direction being towards Technology for the Disabled Young Person. An active interest in creativity and problem-solving techniques will be of value.
Details and application forms from the Headmaster, address above. (33357) 135520

## Other than by Subject Classification

## Heads of Department

### EAST SUSSEX
PORTSLADE COMMUNITY SCHOOL
Chalky Road, Portslade BN4 2WS
Comprehensive mixed community college, 11-18.
Roll: 1250
From January 1987 or earlier if possible: experienced teacher for pre-vocational project courses (Scale 3) to lead a section of Tutors working with 14-16 year old students on pre-vocational courses based on individual learning assignments. Portslade is a pilot institution in the City and Guilds/BTEC 14-16 Initiative.
Relocation grants in approved cases.
Application forms (s.a.e. please) from the Principal. (33835) 135618

## Scale 2 Posts and above

### LONDON
THE LONDON ORATORY SCHOOL
Seagrave Road, London SW6 1RX
Tel: 01-385 0108
The school is a voluntary-aided school in the trusteeship of the Fathers of the London Oratory. There are 1100 boys and 80 girls in the school, including over 280 pupils in the sixth form. Girls are only admitted to the sixth form.
The Governors invite applications from practising Catholics for a SCALE 2 post for January or April 1987. The duties will include: assistant head of house, according pastoral education throughout the school; teaching general science and biology and geography, including responsibility for a rugby team.
Applicants should submit a full curriculum vitae, naming two referees, to the Headmaster. Further details may be obtained by telephoning the Headmaster's Secretary. (33600) 135680

## Scale 1 Posts

### MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
Required as soon as possible experienced Teachers for full and part time Daily Supply. All subjects and age ranges. Only those as a Contract Supply Teacher with Scale 3 allowance for suitable applicant.
Application forms are available from the Director of Education, London Borough of Merton, Crown House, London Road, Morden, Surrey SM4 5DX. Please enclose a stamped addressed envelope. (33677) 135622

### WEST SUSSEX
RYDON COMMUNITY SCHOOL
Storrington, West Sussex (Community Point)
See advertisement in Youth & Community Section Page 18. (33658) 135622

## Sixth Form and Tertiary Colleges

## Scale 2 Posts and above

### HAMPSHIRE
PETER SYMONDS COLLEGE
Owen Road, Winchester
Open Access VI Form College
Scale 2 post
Required 1st January a teacher of Computer Studies to GCE 'O' Level and 'A' Level. A developing type programme and college policy on IT offer extensive opportunities beyond examination work. An interest in electronics would be an advantage.
Letters of application with full C.V., names and addresses of two educational referees and s.a.e. to the Principal. (33685) 140020

### RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
COLLEGE COUNSELLOR
(Job Share)
Salary: Senior Lecturer £18,231 - £19,830 plus £726 Outer London Allowance per annum.
Required for 1st January 1987 or as soon as possible thereafter.
The Counsellor is a member of the College's Academic Staff, on a Senior Lecturer Grade. S/he is a member of a team of Student services staff, reporting directly to a Vice Principal.
The counsellors offer a confidential service to all members of the College community, on both personal and educational concerns, and contribute to staff development programmes. Candidates should have appropriate qualifications and experience in counselling and education.
At present, the requirement is for this partner in the job share to work on Wednesday afternoons, Thursday and Fridays.
Forms and further details (Foolscap s.a.e.) from Administrative Assistant (Personnel), Richmond upon Thames College, Egerton Road, Twickenham TW2 7SJ, returnable by 24th October 1986. (33826) 140020

### RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
RICHMOND UPON THAMES COLLEGE
LECTURER II - COMMUNICATION AND GENERAL STUDIES
Salary: £8,898 - £13,656 plus £726 Outer London Allowance per annum
Required for 1st January 1987 or as soon as possible thereafter.
The successful Candidate will be required to teach General and Communication skills on a range of BTEC and pre-vocational courses, and will also have responsibility inter alia for the direction of a Senior Lecturer in English for helping to ensure that all College BTEC courses satisfy the necessary BTEC curriculum criteria in the area of Communications and General Skills. Successful teaching and industrial/commercial experience would therefore be highly desirable in this challenging and responsible post.
Forms and further details ((foolscap s.a.e.) from Administrative Assistant (Personnel), Richmond upon Thames College, Egerton Road, Twickenham TW2 7SJ returnable by 24.10.86. (33825) 140020

## Scale 1 Posts

### WEST SUSSEX
WORTHING SIXTH FORM COLLEGE
See main advertisement in secondary vacancies section Page 68. (33436) 140020

## Scale 1 Posts

### HAMPSHIRE
QUEEN MARY'S COLLEGE
Cliddesden Road, Basingstoke, Hants. RG21 3HP
(1050 mixed)
Required 10th November, 1986, in this group XIV comprehensive sixth-form college, a temporary teacher of Spanish to A level to cover maternity leave. The post includes a personal tutoring role.
S.A.E. for details to the Principal. (33879) 140022

### HAMPSHIRE
QUEEN MARY'S COLLEGE
(1050 Mixed)
Required January 1987 in this Group XIV comprehensive sixth-form college, teacher of Chemistry to A-Level.
Applicants should be willing to contribute to the College's Main Studies (non-examination) programme. All staff are appointed as personal tutors as well as subject teachers.
S.A.E. for details to the Principal, Queen Mary's College, Cliddesden Road, Basingstoke, Hants. RG21 3HP. (33889) 140022

## Special Education

## Deputy Headships

## Second Masters/ Mistresses

### CUMBRIA
JAMES BRENNIE SCHOOL
Carlisle
Required for January 1987, a suitably qualified and experience teacher in the field of the education of children with severe learning difficulties to be appointed as Deputy Head of this Group 4 day special school which currently has 58 pupils on roll aged 2-19 years.
Teaching commitment will be at Primary/Infant and at the school Salary Burnham Group 4B. £16,401 - £18,906.
Application forms and further details from the Director of Education, 'S Portion Square, Carlisle CA1 1PU (s.a.e. please) to whom completed forms should be returned by 24th October 1986. (33804) 160012

### CAMBRIDGESHIRE
(EQUAL OPPORTUNITY EMPLOYER)
MARSHFIELDS SCHOOL
Eastern Close, Eastern Avenue, Dogsthorpe
Peterborough PE1 4JP
Tel: Peterborough 68058
Head Teacher: Mr F. Tucker (Moderate Learning Difficulties)
Age Range: (9-16)
Roll: 120
Required for April, 1987:-
Second Master/Mistress (Salary Deputy Head Group 1)
This is a key post in the Senior Management Team. The successful candidate will be responsible for major areas of the curriculum and in the first instance this will be for CDT and Science. The school has a fully equipped woodwork and metalwork room.
Further details and an application form available from the above address (s.a.e.). Closing date 3rd November 1986. (33387) 160012

## Heads of Department

### BUCKINGHAMSHIRE
GIFFARD PARK SCHOOL
GIFFARD PARK COUNTY COMBINED SCHOOL
Head of Department (MLD) Scale 3.
See under Primary Head of Department posts. (33549) 160018

## SPECIAL EDUCATION
continued

### LONDON

**SIR WINSTON CHURCHILL SCHOOLS FOR THE DEAF**
10/14 Churchfields, South Woodford, London E18 2QZ
Tel: 01-504 3707
Head of Primary Department - Senior Teacher Scale (plus London Weighting) £7 756 p.a.) required January 1987.

Applications are invited from enthusiastic and experienced teachers of the deaf to take over from the retiring Head the challenging responsibility for the educational management of the Primary Department. Applicants should be committed to oralism and home/school co-operation.

The school has high standards of all-round achievement and provides a caring, stimulating and disciplined environment for severely and profoundly deaf pupils.

The school is situated in the Epping Forest fringe of the London Borough of Redbridge which has excellent educational provision and amenities. It is conveniently located for London and is within close reach of the M11 and M25 Motorway links.

Further details from the Principal - Mr. Penry W. Edwards, to whom written applications should be made by Tuesday 21st October enclosing a full c.v. and two references. (32794) 160018

### WARWICKSHIRE

**EXHALL GRANGE SCHOOL**
Wheelwright Lane, Coventry CV7 8BP

Required for January 1987, at this all age, co-educational, residential/day school for the visually and/or physically handicapped, person to take charge of the BUSINESS STUDIES DEPARTMENT. Excellent facilities with the prospect of exciting developments sponsored through TVEI. Experience in special education not essential. Salary Burnham Scale 2(S).

Accommodation available on site. Willingness to undertake residential duties preferred. The latter involves up to 15 hours per week (£2,577) plus sleeping-on allowance.

Closing date for applications Monday 20th October. For further information please contact the Headmaster.

Warwickshire is an equal opportunities employer. (33074) 160018

## Scale 2 Posts and above

### BEDFORDSHIRE

**EDUCATION SERVICE CRAFT, DESIGN AND TECHNOLOGY**
Scale 5 (S) teacher required to work jointly with Ridgeway School for Physically Handicapped and Grove House School for children with emotional and behavioural difficulties.

Further details from the Head, Ridgeway School (Tel: Bedford 852609).

An Equal Opportunities Employer. (33785) 160020

### BOLTON

**METROPOLITAN BOROUGH** (An Equal Opportunity Employer)
**TUTORIAL CLASS**
Filkington Street, Bolton BL3 6HS
**SCALE 2 + SPECIAL CLASS ALLOWANCE**
Experienced teacher required from 1.1.87 or earlier if possible to teach basic curriculum subjects to pupils aged 8-16 years with a wide range of emotional and behavioural difficulties, and to take responsibility for Careers/Work Experience.

Application forms and further particulars available from Director of Education and Arts, P.O. Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW to whom completed applications should be returned by 22 October 1986. (33375) 160020

### BUCKINGHAMSHIRE

**MILTON KEYNES AREA**
Equal Opportunity Employer
**SECONDARY SUPPORT SERVICES**
Milton Keynes Tutorial Unit, Manor Road Centre, Manor Road, Stantchley, Milton Keynes MK2 2HP

A teacher is required to join the Support Service with special responsibility for Fenny House. Scale 2.

Fenny House provides an alternative provision for disaffected fifth year students. The students follow a combined programme of work experience, community work and time in Fenny House where they follow a variety of appropriate courses. The emphasis is on social and personal development so that these students may leave school with a positive and constructive outlook on life.

Assistance with removal expenses and rented housing may be available in appropriate cases and there is a wide range of housing to buy in the area.

Application forms and further details are available from Mrs. S. Fraser, Unit Co-ordinator, Milton Keynes Tutorial Unit, on receipt of a foolscap stamped addressed envelope. (33546) 160020

### BUCKINGHAMSHIRE

Equal Opportunity Employer
**VINO HOUSE SCHOOL**
Cressex Road, High Wycombe, Bucks. HP12 4PR
Head: Mrs. A. Court
N.O.R.: 98 pupils
Required for January, 1987 at this school for children with severe learning difficulties, a scale 2 (S) teacher for a class of mobile children aged from 7 - 13 years,k, who have very varied needs and learning difficulties.

In addition to classroom teaching, the appointment teacher will be required to take responsibility for the use of computers in the school.

Applicants should be suitably qualified and have experience in this teaching or children with Severe Learning Difficulties, as well as experience of using microcomputers with children with special needs.

Further information and application forms may be obtained from the Headteacher. (Tel: 0494 25723). Closing date for applications is 17th October, 1986. (33544) 160020

### BURY

**METROPOLITAN BOROUGH OF BURY**
An Equal Opportunity Employer
**EDUCATION DEPARTMENT**

**TEACHER (SCALE 3(S) FOR CURRICULUM DEVELOPMENT**

Required for 1st January 1987 at Summerseat Residential School, Summerseat Lane, Ramsbottom, Bury BL0 9UD.

An experienced teacher to be responsible for Curriculum Development at this developing Residential School for children aged 9-16 years with emotional and behavioural difficulties. Interest in Science or P.E. would be advantageous as would a further qualification in Special Needs.

Interested applicants may arrange a visit to the school by contacting Mrs J. Kirby (Adviser for Special Needs), Education Offices, Athenaeum House, Market Street, Bury. Tel: 061-761 5121, Ext. 288.

Application forms obtainable from and returnable to the Director of Education, Education Offices, Market Street, Bury BL9 0BN by Monday 20th October 1986. (33486) 160020

### EAST SUSSEX

**CHALLEY HERITAGE SCHOOL**
See under Technology on Page 67. (33358) 160020

### EAST SUSSEX

**PILGRIMS SCHOOL**
Firle Road, Seaford, East Sussex BN25 2HU

(ICAA)

Required for January 1987, TEACHER at this co-educational boarding school for pupils 10-16+ with severe Asthma and similar ailments. Pilgrims has a good academic record to O level.

The successful applicant will be required to teach MATHEMATICS throughout the school to GCSE standard; ability to offer also geography or computer studies an advantage.

Salary Burnham 2(S). Some extraneous duties for which an appropriate allowance will be paid. Non-resident post but temporary accommodation may be available.

School approved by Department of Education and Science. Teachers' Superannuation Scheme.

Further information and application forms from the Headmaster (sae please), to whom applications should be returned within two weeks of the appearance of this advertisement. (33579) 160020

### ESSEX

**MARKET FIELD SCHOOL**
School Road, Elmstead Market, Colchester, Essex
Tel: Wivenhoe 3195
(Roll 67)
TEACHER - Scale 2(S)
Required January for reception class. Previous applicants need not re-apply.

Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please). (33538) 160020

### GLOUCESTERSHIRE

Please see display advertisement on Page 60. (12919) 160020

### HAMPSHIRE

**GREEN CROFT SCHOOL**
Ship Lane, Farnborough, Hampshire GU14 8BX
Group 5B
N.O.R.: 66
Scale 2S post
Required for January, 1987. Teacher with experience in a Special School preferred, responsible for P.E.

Closing date: 24th October, 1986.

Application form and details from the Headteacher on receipt of s.a.e. (33364) 160020

### HAMPSHIRE

**FOREST EDGE SCHOOL**
Lyndhurst Road, Totton, Southampton, Hampshire
N.O.R.: 160 Approx.
Scale 2a Teacher with special responsibility for developing school as centre of expertise catering for Junior children with special educational needs and including establishment links with main-stream schools.

Required January, 1987. (33693) 160020

### HAMPSHIRE

**SOUTH EAST HANTS AREA**
**RACHEL MADDOCKS SCHOOL**
Falk Road, Bedhampton, Havant, Hants.
Tel: Havant 484804
Headteacher: Mr. F. Clarke
Required January 1987, suitably qualified and experienced class teacher at this all age (3-19) school for children with severe learning difficulties. Scale 1 + S.S.A. or Scale 2(S). Closing date: 20th October, 1986.

Apply to Headteacher enclosing s.a.e. for further details and application form. Please enclose curriculum vitae. (33364) 160020

### KENT

**COUNTY COUNCIL**
**EDUCATION DEPARTMENT NORTH WEST KENT AREA**
**DARTFORD/GRAVESHAM ADVISORY SERVICE**
Teacher required full time, with relevant training and/or appropriate experience to provide intensive help to children exhibiting a wide variety of learning difficulties. At present the majority of pupils are under-functioning and in the primary age range, and much of the work involves the requisition of items of equipment, though some secondary pupils and children with more general difficulties are involved. Some group work and work in schools where in their own school.

Own transport essential - mileage allowance paid.

Scale 2. Fringe allowance.

Application forms (SAE) and details from Area Education Officer, 133 Windmill Street, Gravesend, Kent.

Closing date: 24th October 1986.

### WEST KENT AREA
**HARDWICK SCHOOL**
Cold Harbour Lane, Bildenborough, Kent TN11 9JE

A suitably qualified and experienced teacher required Scale 2(S) to cater for the needs of a pupil with multi-sensory handicaps within the general structure of the school.

Hardwick School caters for children with severe and profound learning difficulties in the 2-19 age range.

Application forms and further details from the Head teacher (s.a.e. please). (33477) 160020

### KNOWSLEY

**CARTHRIDGE RESIDENTIAL SCHOOL**
Carthridge Lane, Halewood, Liverpool L26 0TS
(30 pupils on roll. Additional 7 day allowance available)
Two Scale 1(S) teachers are required for 1 January 1987 in this all-aged, mixed, residential school for pupils with emotional and behaviour difficulties. Some classroom teaching in the basic subjects will also be required as well as 15 hours additional duties on average per week and some sleeping-in-duties.

Applications are invited from teachers interested in CDT and the performing and creative subjects. These posts are available due to internal promotion.

Application forms are obtainable from the Acting Borough Education Officer, Huyton Hey Road, Huyton, Merseyside L36 5YH, to be returned to the Education Office by 24th October 1986. (33581) 160020

### LONDON

**SIR WINSTON CHURCHILL SCHOOLS FOR THE DEAF**
10/14 Churchfields, South Woodford, London E18 2QZ
Tel: 01-504 3707
Qualified teachers required for January or earlier if possible in the following vacancies:-

Primary - Scale 3(s) plus Outer London Allowance for suitably experienced and qualified teacher to work with children of Infant/Nursery age and able to accept a degree of responsibility for this age range within the school.

Secondary - Scale 2(S) plus Outer London Allowance for suitably experienced and qualified teacher able to provide further development of C.D.T. curriculum throughout school to G.C.S.E. level.

Staff tutor available for induction and where appropriate co-ordination of in-service training leading to qualification as teacher of the deaf.

Written applications including c.v. and details of two references to the Principal, Mr Penry W. Edwards. (33013) 160020

### STAFFORDSHIRE

**MERRYFIELDS SCHOOL**
Hoon Avenue, May Bank, Newcastle ST5 8NY

Merryfields is a new all age school catering for pupils with Special Educational Needs due to severe learning difficulties and associated physical disabilities.

A vacancy exists for a teacher (Scale 3s) to be responsible particularly for lower school, the development of curriculum, and for assessment and recording systems.

Application forms obtainable from and returnable to the Headteacher. (S.A.E.).

**FLASHLEY SCHOOL**
Hawkesmoor Road, Stafford

Required from 1st January, 1987. ASSISTANT TEACHER Scale 2 (S.C.A.), to take charge of a unit for children with Special Educational Needs resulting from Speech and Language disorders. The unit will be established from commencement of the Spring Term, 1987.

Application forms will be obtainable from and returnable to the Chief Education Officer, (Special Services Section), Education Offices, Tipping Street, Stafford ST16 3DH.

Canvassing will disqualify.

Closing date 10 days from publication.

Trade Union membership encouraged.

An equal opportunity employer.

Staffordshire County Council is an equal opportunity employer.

### STAFFORDSHIRE

**PIPEWOOD SCHOOL**
Bilthbury, Nr. Rugeley, Staffs.

Required for January 1st, 1987, at Pipewood Residential Special School (maintained educational school for 64 students with special educational needs emotional/behavioural).

A qualified and experienced teacher of Building Studies (Scale 2(S)), to take responsibility for established vocationally oriented curriculum leading to City & Guilds/GCSE examinations.

The successful candidate must have high practical and organisational standards.

Enquiries/applications to Mr. A. Clyde, Head teacher, enclosing C.V., names and addresses of two referees and s.a.e. (33515) 160020

### SURREY

**BURWOOD PARK SCHOOL/ NORFOLK HOUSE COLLEGE**
Walton-on-Thames

Required January 1st, 1987:
1. TEACHER (Scale 2(S) + Fringe Allowance). Some teaching commitment in Science.
2. TEACHER (Scale 2(S) + Fringe Allowance for a qualified teacher of the deaf) to work in School and College. Non-qualified teacher of the deaf may apply.

Applications for both posts are particularly welcome from teachers offering Computer Studies (Information Technology), Biology (General Science), Geography, Business Studies (Commerce). Teachers of other subjects may apply.

Successful applicants will be expected to undertake some residential duties.

Married and single accommodation is available.

Burwood Park is entering an exciting stage in its development. If you would like to be part of this development, and obtained from the Principal, to whom applications should be returned by 20th October. October. (33714) 160020

### SURREY

**EDUCATION COMMITTEE GREYSTONE SCHOOL**
Sunstone Grove, Merstham, Redhill
Tel: Merstham 2623
Scale 2 (S) teacher required from April 1987 or before if possible, for this day school of 120 MLD children aged 3-16, to be responsible for Science/Leaving Programme, and to be a member of a team teaching the senior school.

Application form and further details from the Headteacher.

Closing date 24th October 1986.

Re-advertisement - previous applicants will be considered and need not re-apply. (33693) 160020

### SURREY

**EDUCATION COMMITTEE GREYSTONE SCHOOL**
Sunstone Grove, Merstham, Redhill
Tel: Merstham 2623
Scale 2 (a) teacher
Required from April 1987 or before if possible, for this day school of 120 MLD children aged 5-16, to be responsible for Woodwork; to assist with Games and with an interest in computing.

Application form and further details from the Headteacher.

Closing date: 24th October, 1986.

Re-advertisement - Previous applicants will be considered and need not re-apply. (33692) 160020

### WALSALL

**METROPOLITAN BOROUGH COUNCIL**

**TEACHER OF DANCE/ DRAMA OR VISUALLY/ HANDICAPPED/HEARING IMPAIRED**

Scale 2

Required as soon as possible at Old Hall School, Bentley Lane, Willenhall, West Midlands. Experience with mentally handicapped pupils essential. The person appointed will work throughout the school liaising with the staff but also being responsible for the day running of a small group of multiply handicapped pupils. The person concerned will also be responsible for devising a curriculum for the post in which they are interested.

Application forms and further details available from the Director of Education, Civic Centre, Darwall Street, Walsall WS1 1DQ, on receipt of an S.A.E.

Closing date for receipt of applications 20th October, 1986.

Walsall is an Equal Opportunity Employer. (33593) 160020

### WEST SUSSEX

**CATHERINGTON SPECIAL SCHOOL**
Martyrs Avenue, Langley Green, Crawley, Sussex
Scale 2 teacher required as soon as possible to work with Senior children.

Applications to Headteacher. (33370) 160020.

### WARWICKSHIRE

**BROOKE SPECIAL SCHOOL/ADULT DEVELOPMENT CENTRE**
Martingale Drive, Rugby CV22 7AE

Required for January 1987 a suitably experienced teacher, Scale 3(S), with experience of working with special needs in the Rugby area. Brooke School caters for children with severe learning difficulties and operates an intensive assessment nursery. The successful candidate will divide their time equally between the two establishments.

Interested applicants should telephone the school (Rugby 76145) for further details and an application form.

Completed forms to be returned as soon as possible but no later than 17th October.

Warwickshire is an equal opportunities employer. (33673) 160020

## Scale 1 Posts

### BARNET

**LONDON BORROUGH MALDEN WOOD SCHOOL**
Claremont Road, Cricklewood, NW2 1TR
Tel: 452 4111
(Roll 63)
**REQUIRED AS SOON AS POSSIBLE**
Teacher required for academic year 1986/87 to be member of staff in secondmedia (Two course posts a possibility). This is a friendly, supportive school for pupils with severe learning difficulties. Interest, but not experience, in this type of work essential. Scale 1 + S.S.A.

Previous applicants will automatically be considered.

Application forms and further details (s.a.e. please) obtainable from and returnable to Miss S.A. Mortimer, Headteacher, by 21st October, 1986. (33530) 160020

### BATH

**CO TEACHER BURNHAM SCALE 1(S)**
One of two teachers in school unit based in Bath Place Community Venture catering for 5th year disaffected pupils (15 pupils). Core curriculum includes English, Maths and up to CSE level plus Social Education and Creative Interest in teaching Maths, Art and possibly Computing or similar.

Further details and application form from BPCV, Bath Place, Leamington Spa CV31 3AQ. Please send s.a.e. week beginning October 27th. Bath Place Community Venture is a broad-based, actively run community project committed to anti-racist and anti-sexist practice. (30005) 160020

### BERKSHIRE

**Annie Lawson School**

TEACHER SCALE 1 + SSA

Required as soon as possible for January 1987.

An outgoing enthusiastic teacher required with a commitment to individual programme plans to meet the special needs of the pupils.

In-service training available in Makaton, SDV, Derbyshire Language Scheme.

Informal visits welcomed.

Application forms and further details etc. from Mrs Marion Cornick, Head of Education, Ravenscroft Village, Nine Mile Ride, Crowthorne, Berkshire.

### BROMLEY

**FOXLEY UNIT**
Avalon Road, Orpington, Kent BR6 9DB
Tel: 0689 21205
For January 1987, 2 secondary class teachers required to fill one existing and one newly created post. Scale 1 plus SSA. Successful candidates must work closely with small groups - maximum 8 - of adolescents having emotional and behavioural needs.

A firm commitment to social education requirements is essential and an interest in assessment procedures would be an advantage.

Application forms and further details available from the Acting Teacher-in-Charge (please telephone) to whom completed forms should be returned by 17th October, 1986. (33778) 160020

### CAMBRIDGESHIRE

Equal Opportunity Employer
**KEES FROMAS SCHOOL**
Hawking Road, Chatteris, CB7 4SD
Tel: Cambridge 851298
Class Teacher, Scale 1 required for January 1987 to work in day Special School for children with severe learning difficulties. A Scale 2(S) post is available for a suitably qualified person.

Application forms available on request from Headteacher. Closing date: 21st October 1986. (33488) 160020



## SPECIAL EDUCATION
continued

### CUMBRIA

**RIVERSIDE SCHOOL**
A TEACHER OF ART AND GENERAL SUBJECTS
REQUIRED FOR JANUARY 1987
SALARY: BURNHAM SCALE 2

Riverside is a residential school catering for emotionally and behaviourally disturbed children aged 11-16 with 45 children on roll. An enthusiastic and committed teacher is required, preferably with experience in special education. A reasonable number of extraneous duty hours may be available.

Applicants should send a letter of application together with a curriculum vitae and the names of two referees to the Principal, Riverside School, Wheatsett, Allhallows, Cumbria, Tel: 04562 3005. (33761) 160022

## Scale 1 Posts

# TURNERS COURT

A qualified special education teacher is required to provide social education in a team work setting. Experience in Y.T.S./C.P.V.E./Youth Work/Thinking Skills/Vocational Training advantageous.

Turners Court is unique in offering residential vocational education to distributed adolescents.

Salary on a scale between £7,695 and £11,805 (under review). Burnham conditions, no extraneous duties, non-resident.

**Apply to:**
**The Principal, Turners Court, Benson, Oxford OX9 6QJ.**

or telephone for informal discussion to Graham Kelly, Assistant Principal Vocational/Education on Wallingford (0491) 36571.

(04762)

# APPOINTMENTS IN SCOTLAND

### CUMBRIA

**GREYSTONE HOUSE**
Great Strickland, Penrith
TEACHER required for January, 1987. In this small school for emotionally disturbed boys of secondary age. Salary - Burnham Scale 1. Driving licence necessary. Experience in residential work an advantage, but not essential. Ability to offer Maths, Geography or Art would be useful.

Apply in writing to the Headmaster with the names and addresses of two referees. Closing date of applications 17th October 1986. (33732) 160022

### HAMPSHIRE

**GREEN CROFT SCHOOL**
Ship Lane, Farnborough, Hampshire GU14 8BX
Group 5B
N.O.R.: 66
Scale 1 + SSA
Required for January, 1987 or earlier. Teacher of Language and Assessment Unit.

Closing date: 24th October, 1986.

Application form and details from the Headteacher on receipt of s.a.e. (33363) 160022

### HILLINGDON

**LONDON BORROUGH OF HILLINGDON**
Computer Services
Please see under Secondary Heads of Special Needs. (33639) 160022

### HILLINGDON

**LONDON BORROUGH OF HILLINGDON**

**CHANTRY SCHOOL**
Falling Lane, Yiewsley UB7 8AB

Headteacher: Mr R. Warnes

Teacher Scale 1 + SSA

Required for January 1987, or earlier if possible, an enthusiastic and suitably qualified teacher with good organisational skills who enjoys working with children who have emotional/behavioural difficulties. Applications are sought from a teacher with the ability to offer Art/Textiles and/or Home Economics/Catering in a pre-vocational education context.

Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: 0895 250431) to whom they should be returned as soon as possible and not later than Wednesday 21st October 1986.

Outer London Allowance Payable. (33648) 160022

### ESSEX

**WITHAM TEMPLARS SCHOOL SPECIAL UNIT**
Crossing Road, Witham
Tel: Witham 512310
(Roll 12)
TEACHER Scale 1
Required to work in Special Unit for maladjusted/emotive children. Patience and enthusiasm essential as well as a sympathetic approach to the childrens needs.

Application forms and further details from the Area Education Officer, Crossman House, Station Approach, Braintree, Essex CM7 6YZ, returnable by 24th October 1986. (32533) 160022

### GLOUCESTERSHIRE

Please see display advertisement on Page 60. (12920) 160022

### HILLINGDON

**LONDON BORROUGH OF HILLINGDON**
Please see under Secondary Heads of Special Needs. (33639) 160022

### HILLINGDON

**LONDON BORROUGH OF HILLINGDON**

**CHANTRY SCHOOL**
Falling Lane, Yiewsley UB7 8AB

Headteacher: Mr R. Warnes

Teacher Scale 1 + SSA

Required for January 1987, or earlier if possible, an enthusiastic and suitably qualified teacher with good organisational skills who enjoys working with children who have emotional/behavioural difficulties. Applications are sought from a teacher with the ability to offer Art/Textiles and/or Home Economics/Catering in a pre-vocational education context.

Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: 0895 250431) to whom they should be returned as soon as possible and not later than Wednesday 21st October 1986.

Outer London Allowance Payable. (33648) 160022

### SCOTTISH COUNCIL FOR RESEARCH IN EDUCATION

OPPORTUNITIES FOR MATURE STUDENTS
PROJECT
RESEARCH ASSISTANT

This above post will be available for a period of 3 years from 1 January 1987.

The successful candidate will work under the direction of senior staff and will be principally involved in conducting and analysing interviews and in drafting reports. Candidates must be graduates with relevant experience in education. Previous experience in research would be a considerable advantage.

The post is superannuable and the salary will be in the range £6,948 - £10,113. Initial placing is likely to be near the bottom of the scale.

Details of the post can be had from the Administrative Officer, SCRE, 15 St John Street, Edinburgh EH8 8JR. (Tel: 031-557 9541) to whom applications should be referred by 6 November 1986. (334007) 160000

### Lothian
REGIONAL COUNCIL
DEPARTMENT OF EDUCATION
TEACHING APPOINTMENTS

Applications are invited from registered teachers for the undernoted post.

| | | |
|---|---|---|
| HEAD TEACHER | PRIMARY<br>Longridge Infant | Responsibility Allowance<br>£1,521 |

Salary will be in accordance with the current Scottish Teachers' Salaries Memorandum.

Application forms and further particulars may be obtained from Head of Personnel, Personnel, Section, 40 Torphichen Street, Edinburgh EH3 8JJ, tel 031-229 9166.

Closing date for applications is 24 October 1986.

Lothian Regional Council is an Equal Opportunities Employer and will prevent discrimination particularly on the grounds of sex, marital status, disability, race, colour, religion, sexual orientation, age or ethnic origin.

(02767)

### KENT

**COUNTY COUNCIL EDUCATION DEPARTMENT NORTH KENT AREA**
**ROCHESTER FULMAR SCHOOL**
Rede Court Road, Strood, Rochester, Kent.
Required for January, 1987. Assistant Teacher Scale 1 to teach a small group of children with severe learning difficulties. Qualifications or experience in Special Education welcome, but not essential.

Letters of application with c.v. and names of referees to the Headteacher by October, 1986.

### SOUTH KENT AREA
**PORTAL HOUSE SPECIAL SCHOOL**
St Margaret's-at-Cliffe, Dover (Group 4(e))
Required January 1987 Scale 1(S) with extraneous duties in this Residential Special School for 45 maladjusted children aged 8-13 years. Teacher for basic subjects with senior pupils with some craft. Special school experience an advantage.

Applications to the Area Education Officer, 3 Shorncliffe Road, Folkestone. (33478) 160022

### KINGSTONUPON THAMES

**ROYAL BOROUGH OF KINGSTON UPON THAMES**
**KNOLLMEAD PRIMARY SCHOOL**
Knollmead, Tolworth, Surrey KT6 9QR
Tel: 01-337 3778
No. on Roll: 216
For January 1987, or earlier if possible, a part-time teacher (17.5 hrs) is required to assist each morning in the Partially Hearing Unit working with the teacher of the deaf and the nursery nurse.

Although a qualification or experience in teaching deaf children would be an advantage, primarily a good class teacher able to work across the whole primary age range is sought.

Scale 1S and London Allowance £786 pro rata.

Application forms are available from the Director of Education and Recreation, Guildhall, Kingston-upon-Thames, Surrey (s.a.e. please). Completed forms should be returned to the Headteacher at the school by 24th October 1986. (33630) 160022

### NORTH YORKSHIRE

**SPRINGWATER SCHOOL**
Harrogate
Required January '87, suitably qualified and experienced teacher for this day Special School for pupils with severe learning difficulties.

Salary: Burnham Scale 1 (+ SSA).

Application forms, return-able 23.10.86, from County Education Officer, Room 308, County Hall, Northallerton DL7 8AE (sae please). (33800) 160022

# SECONDARY SCHOOLS TEMPORARY POSTS

**TEACHER OF ENGLISH - EYEMOUTH HIGH SCHOOL (December 1986 to April 1987)**

**TEACHER OF MATHEMATICS - KELSO HIGH SCHOOL WITH COMPUTER STUDIES OR MATHEMATICS (To Summer 1987)**

Closing date 27 October 1986

Application forms and further particulars may be obtained from the Personnel Department, Regional Headquarters, Newtown St. Boswells TD6 0SA. Completed forms should be returned to the Director of Education at Regional Headquarters.

(617722)

REGIONAL COUNCIL
Borders

### THORNTOUN SCHOOL, KILMARNOCK

# PRINCIPAL

**STSM + Responsibility & Residential Allowance totalling £6,562**

Thorntoun is a grant-aided residential school for 38 secondary age maladjusted boys and girls providing a well-regarded service for Strathclyde Region and the Southwest of Scotland. The teaching and residential social work teams are generously staffed and three attached family social workers work with the children's families.

John Scott will be retiring as Principal in the Spring of next year. We are now seeking a successor able to manage and develop the educational and residential care services provided. Applicants for this post will:

- be a qualified teacher, eligible for GTC registration.
- have considerable relevant experience and able to demonstrate past achievements.
- possess personal qualities of leadership, vision and commitment.

Salary is dependent on qualifications and years of relevant experience. It may be of interest to applicants that the maximum salary for this post is £19,413 p.a. – including the allowances.

The Principal will be resident; a four bedroomed house in the grounds provides spacious family accommodation for a reasonable charge.

Barnardo's is a Christian Child Care organisation and offers conditions of service broadly in line with local authorities. Applications for posts are welcomed from persons irrespective of disability, marital status, sex or race. Transferable pension.

Interviews will be held on 25th and 26th November, 1986.

Applications to Hugh R Mackintosh, Senior Assistant Divisional Director, 235 Corstorphine Road, Edinburgh. Tel: 031 334 9693.

(02760)

Barnardo's

### EDUCATION DEPARTMENT
SOUTH KENT AREA

**GREYSTONES SCHOOL, Hythe Road, Ashford, TN24 0QF**

# 3 enthusiastic Teachers

are required in January 1987 to join a professionally committed staff and share in the future development of this all age Day Special School. Candidates should be additionally able to offer expertise in one of the following areas: Reading, Mathematics, Science including Rural or Environmental Sciences, Music, Outdoor Pursuits, Creative Needlecraft.

Scale 2(s) posts could be available to suitable applicants. Further information and application forms are available from the Head Teacher. (S.A.E. please) Telephone enquiries accepted.

CLOSING DATE 17th OCTOBER 1986.

(12785)

KENT COUNTY COUNCIL

# TEACHER – BURNHAM SCALE 1

(Plus £1,272 per annum Community School Allowance)

## DYSON HALL OBSERVATION AND ASSESSMENT CENTRE, HIGHER LANE, FAZAKERLEY, LIVERPOOL 9.

Applications are invited from qualified and experienced teachers for this post at Dyson Hall, a purpose-built Observation and Assessment Centre for boys. The person appointed will be a member of a multi-disciplinary team principally involved in the assessment of boys suffering from educational and social handicaps. Most of the teaching is in small groups with a remedial bias, and experience in remedial teaching or special education would be an advantage as well as an ability to teach general subjects.

Some evening and week-end work (average 15 hours per week) is necessary, for which a flat rate of £2,949 per annum extraneous duty allowance will be made. Potential applicants are invited to contact the Principal (051-523 4344) for an informal discussion.

General Local Government Conditions of Service apply.

Application forms may be obtained from the Director of Social Services, 28 Hatton Garden, Liverpool, L3 2AW. (051-227 3811, Ext. 292).

Closing date:– Friday 24th October, 1986

All posts are eligible for JOb Sharing unless otherwise stated.

LIVERPOOL City Council

The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability.

(00738)

Tayside Regional Council

Education Department

# CAREERS OFFICER

**£8,640 – £10,923**
**(Ref. 291/86)**
**Location: Perth.**

Due to internal promotion a vacancy has arisen in the Perth Careers Office for a Careers Officer to work within the school team. Applications are invited from qualified Careers Officers and from students who have completed the Diploma in Careers Guidance Course.

Unless otherwise specified, application forms for the above post are available from and returnable to the Director of Manpower Services, 93 Commercial Street, Dundee DD1 2AF – telephone Dundee 23281, Ext. 3881. Answering device 8.45am – 5.00pm Monday to Friday. A job specification is available. Closing date for receipt of applications is Friday 24th October, 1986. Removal and relocation expenses are available in certain circumstances for staff appointments.

Candidates of either sex may apply.

TAYSIDE REGIONAL COUNCIL IS AN EQUAL OPPORTUNITIES EMPLOYER.

(02763)

# ST FELIX SCHOOL, SOUTHWOLD

# Head

The Governors invite applications for this post which will become vacant on the retirement of Mrs Anne Mustoe. The successful applicant will take up the appointment in April or September 1987.

St Felix is an Independent Boarding and Day School. There are 360 girls in the Senior School of whom 315 are boarders and over 100 are in the Sixth Form. The Prepatoray School, St George's, is adjacent.

The School is non-denominational. It has a strong academic tradition and great importance is attached to career development and extra-curricular activities.

A car and an attractive house is provided.

**Please apply for further details to the Chairman of the Governors 36 Morpeth Mansions Morpeth Terrace London SW1P 1ET Tel. 01-828 9691.**

**The closing date for applications will be 3 November.**

(04725)

## WAKEFIELD GIRLS' HIGH SCHOOL

# APPOINTMENT OF HEAD

*Applications are invited for the appointment of Head commencing 1st September 1987.*

The post becomes vacant upon the retirement of Miss Y J Hand.

The School is an Independent Day School of 860 pupils including a Junior School of 170 aged 4–11 years.

At present 30 places a year are awarded under the Assisted Places Scheme.

Further particulars are available from:–

**The Clerk to the Governors**
**Governors' Office, PO Box 25**
**11 Market Street**
**Wakefield**
**West Yorkshire, WF1 1DD**

Closing date for applications 24th October 1986. (8294)

## SUFFOLK COUNTY COUNCIL

**BELSTEAD SPECIAL SCHOOL**
**Sprites Lane, Ipswich IP8 3NG**

11-19, Roll 105

Required January, 1987, TEACHER Scale 1 + Special class allowance, at this secondary school, catering for pupils with severe learning difficulties. Suitable qualifications, experience and a genuine interest in special education essential. Experience in Music and Drama an advantage.

Application forms and details obtainable from the Head at the school, s.a.e. please, or Tel: Ipswich (0473) 685118. Completed application forms should be returned immediately. (33859) 160032

## THE KING'S SCHOOL, TYNEMOUTH
(A School of the Woodard Corporation founded 1860)

# HEAD

The Northern Chapter of the Woodard Corporation invites applications from well experienced graduates who are practising communicants of the Church of England, for the above post from April or September 1987.

The School is an Independent Senior Day School for 900 boys incorporating a Junior School and Kindergarten. Girls are admitted to the Sixth Form. A house attached to the School is provided.

Full details of the School and form of application are available from the undersigned, to whom completed applications should be forwarded, together with a curriculum vitae and the names of three referees, before 17th October 1986.

**1 Prudhoe Terrace, Tynemouth, North Tyneside, NE30 4EZ. Telephone 091-257 8786**

**L. Knox, Divisional Bursar,** (02440)

## SPECIAL EDUCATION
continued

**OXFORDSHIRE**

**COUNTY COUNCIL QUEENSWAY AREA COMMUNICATION RESOURCE**
Required for January 1987, a teacher of the Hearing Impaired to work as a member of a team of four 0.5 with primary and 0.5 with secondary pupils. Initially Scale 1 (5) with a possible Scale 2 (8) for a well experienced person.

Apply by letter and C.V. to the Headteacher, Queensway C.P. School, Queensway, Banbury OX16 9NF by 17th October 1986. S.A.E please.

An Equal Opportunity Employer. (33459) 160022

**SEFTON**

**METROPOLITAN BOROUGH OF SEFTON**
**NEWFIELD SCHOOL**
Edge Lane, Crosby, Liverpool L23 4TQ

The following posts are available at this mixed all-age Special School for children with emotional and behavioural difficulties.

Required in January 1987, or earlier

(1) GENERAL CLASS TEACHER (Scale 1S) to take responsibility for a small group of children - age range 10-15.

(2) SPECIALIST TEACHER OF LIGHT CRAFTS (Scale 1S) to teach on a withdrawal basis over the whole age-range.

(3) TEMPORARY PART-TIME TEACHER (Scale 1S) until April 1987 in the first instance - five mornings a week. Duties initially to teach on a withdrawal basis. Applicants should state special interests.

Previous experience of Special Education is not essential. All intending applicants are welcome to visit the school and should ring 051-931 3050 to ask for an appointment. (33473) 160032

**SEFTON**

**METROPOLITAN BOROUGH OF SEFTON**
**MEREFIELD SCHOOL**
Preston New Road, Churchtown, Southport PR9 8PA

Required for January, 1987, an assistant and committed CLASS TEACHER (Scale 1) - some involvement in team teaching. Experience in teaching music an advantage.

Application forms and further details may be obtained, on receipt of s.a.e., from the Headteacher of the School, to whom completed forms must be returned by 24th October, 1986. (33597) 160032

## SUFFOLK COUNTY COUNCIL

**HILLSIDE SPECIAL SCHOOL**
**Hitchcock Place, Sudbury**

(Age Range 3-19 : 50 on roll)

Required for January, 1987, Teacher, Scale 1 (plus S.E.A.) to teach a class of secondary age children with severe learning difficulties. An enthusiastic person is sought prepared to become involved in a wide range of activities. Relevant experience would be an advantage.

Further details and application forms from the Headmaster at the school (s.a.e. please) to whom they should be returned by 17th October, 1986.

The Area Education Officer, Suffolk County Council, Shire Hall, Bury St. Edmunds IP33 2AN. (33846) 160032

## SUFFOLK COUNTY COUNCIL

**BELSTEAD SPECIAL SCHOOL**
**Sprites Lane, Ipswich IP8 3NG**

11-19, Roll 105

Required January, 1987, TEACHER Scale 1 + Special class allowance, at this secondary school, catering for pupils with severe learning difficulties. Suitable qualifications, experience and a genuine interest in special education essential. Experience in Music and Drama an advantage.

Application forms and details obtainable from the Head at the school, s.a.e. please, or Tel: Ipswich (0473) 685118. Completed application forms should be returned immediately. (33859) 160032

**SURREY**

**EDUCATION COMMITTEE WEST HILL SCHOOL**
Kingston Road, Leatherhead
Tel: Leatherhead 373570

Scale 1 Teacher required to take groups throughout this school for children with moderate learning difficulties.

Application form and details from the Headteacher.

Re-advertisement. Previous applicants will be considered and need not re-apply. (33828) 160032

**WILTSHIRE**

Please see display advertisement on Page 84. (18993) 160032

## WARWICKSHIRE

**BLYTHE SPECIAL SCHOOL**
Packington Lane, Coleshill, Birmingham B46 3JE

Required for January or April 1987 a teacher (Scale 1(S)) for the Further Education Department. This is a team teaching situation offering education to 16-19 year olds with learning difficulties. Skills in Counselling, Health Education and Outdoor Pursuits would be particularly valuable. A flexible commitment to the extra-curricular needs of those students is also essential.

Application form and job description available from the Acting Headteacher, Mr J. Fathers. Closing date two weeks from appearance of this advert.

Warwickshire is an equal opportunities employer. (33675) 160022

## WILTSHIRE

**EXETER HOUSE SPECIAL SCHOOL**
**Friary Lane, Salisbury SP1 2HA**

N.O.R. 57

Required for January 1987 a Scale 1 Class Teacher.

Written letter of application stating age, giving particulars of education, training and experience and also the names and addresses of two referees to be sent to the Head Teacher by the 17th October (SAE please).

AN EQUAL OPPORTUNITY EMPLOYER. (33694) 160032

# Independent Schools

## Remedial Special Needs Teaching Posts

### Heads of Department

**CHESHIRE**

**SANDBACH SCHOOL**
Sandbach is a Boys' (Special Agreement) 11-18 Comprehensive School Group 1!
REQUIRED for January or April 1987 a HEAD OF SPECIAL NEEDS DEPARTMENT (Scale 3).

Applications by letter to the Headmaster, Sandbach School, Crewe Road, Sandbach CW11 9EJ. Tel: 0270 767321, including C.V. and names, addresses and telephone numbers of referees. Closing date: 30th October, 1986. (33715) 181018

## By Subject Classification

## Art and Design

### Heads of Department

**BRISTOL**

**COLSTON'S GIRLS' SCHOOL**
Bristol
Required January 1987, Graduate to head a large and flourishing department and to teach Art throughout a school of approx. 530 girls aged 10-18 years.

Applications with Curriculum Vitae and the names and addresses of two referees to the Head Mistress, Colston's Girls' School, Cheltenham Road, Bristol BS6 5RD. (32704) 181218

**SURREY**

**EDUCATION COMMITTEE WEST HILL SCHOOL**
Kingston Road, Leatherhead
Tel: Leatherhead 373570

Scale 1 Teacher required to take groups throughout this school for children with moderate learning difficulties.

Application form and details from the Headteacher.

Re-advertisement. Previous applicants will be considered and need not re-apply. (33828) 160032

**WILTSHIRE**

Please see display advertisement on Page 84. (18993) 160032

## Economics & Business Studies

### Heads of Department

**SURREY**

**KING EDWARD'S SCHOOL**
Witley
HMC - coeducational, boarding. Assistant Places, 300 pupils (11-18)
Required for January 1987 HEAD OF ECONOMICS. Salary in accordance with experience and qualifications. Married or single accommodation available. An exciting challenge for a lively, enterprising graduate.

Full details from Headmaster to whom applications plus CV and names of 2 referees should be sent by October 22nd. (33633) 182218

## Other Assistants

**BIRMINGHAM**

**KING EDWARD'S SCHOOL**
Birmingham
Required for January 1987 a graduate to teach ECONOMICS part time for two terms. The post maybe extended. Teaching is exclusively at A level standard.

The school is an independent HMC School for boys 11-18 in an attractive setting. Own salary scale, above Burnham.

Applications, which should include curriculum vitae and the names and addresses of two referees, should be made to the Chief Master, King Edward's School, Edgbaston Park Road, Birmingham B15 2UA. (32482) 182224

**NOTTINGHAM**

**NOTTINGHAM HIGH SCHOOL**
Independent Day School - HMC - 800 boys
There is a vacancy for the Spring Term 1987 only, for a Graduate to teach Economics, possibly with Politics, to 'A' level to replace a Master on Sabbatical Leave. A full-time appointment will be available but a retired time-table might also be possible. Experience of teaching Economics to 'A' level essential. Salary Burnham based according to experience and qualifications.

Applications with the names, addresses and telephone numbers of two referees, to: The Headmaster, Nottingham High School, Waverley Mount, Nottingham NG7 4ER. Tel: 860656, from whom further details may be obtained. (33586) 182224

## English

### Heads of Department

**RUTLAND**

**OAKHAM SCHOOL**
Required for September 1987, following the internal promotion of the present holder, a HEAD OF ENGLISH to take charge of a department of 10 specialist teachers.

An interest in the range of extra curricular English activities should support good academic qualifications. Applications together with c.v. and names of two referees to: The Headmaster, Oakham School, Chapel Close, Oakham, Rutland, LE15 6DT, from whom further details are available.

Closing date for applications November 1st. (33287) 182418

## Other Assistants

**BEDFORDSHIRE**

**BEDFORD SCHOOL**
Required for September 1987 two graduates to teach English throughout the school, expanding Department.

For the first of these posts experience would be an advantage. To share fully in the teaching of all levels to Oxbridge, with a central role in the Sixth Form and continued running of GCSE programmes in English Literature. (Scale 2/3 depending on experience).

The other post will suit an enthusiastic younger teacher anxious to develop within a well-equipped and successful Department. An interest in drama would be an advantage (The School has its own Theatre). The successful applicant will share fully in teaching to all levels, including both English and English Literature). Advanced English Language and Linguistics may also be taught.

The successful applicant will also form a vital part of the School's Innovative Sixth Form Skills course. They will also be expected to play a full part in the extra-curricular life of the School. Accommodation available for single person.

Bedford School Salary Scale. Further details may be obtained from the Head Master, Bedford School, Burnaby Road, Bedford MK40 2TU, to whom applications should be made together with details of qualifications and experience and the names of two referees. (33603) 182418

**BRADFORD**

**WOODHOUSEGROVE SCHOOL**
(HMC Co-educational 560 boys and girls)

Required for January, 1987, a teacher of English to G.C.E.'O', prepared to co-ordinate and develop dramatic activities throughout the school. A suitably qualified graduate to share A level English teaching with three colleagues from September.

Salary according to age and experience (Burnham plus Woodhouse Grove Allowance).

Apply with curriculum vitae and names of two referees to the Headmaster from whom further details may be obtained.

Apperley Bridge, Bradford BD10 0NR. (33509) 182418

**BROMLEY**

**HOLY TRINITY CONVENT**
81 Plaistow Lane, Bromley, Kent BR1 3LL
Tel: 01-460 1712

Required for January 1987, a specialist English teacher to 'O' level and O.C.S.E. Ability to teach Latin and Classical Civilization to 'A' level an advantage.

Applications to the Headmistress with C.V. and acceptance from Mrs Antony School, Fallon's Lane, Headington Hill, Oxford OX3 0BY.

Closing date for applications 17th October. (32762) 182424

**EAST SUSSEX**

**BUCKSWOOD GRANGE SCHOOL**
Burkswood, Uckfield
We wish to appoint from January (or before) someone to teach English up to 'O' level. Ability to offer other subjects (games, etc. an advantage). Hinds accommodation available.

Please apply in writing, with curriculum vitae and the names and addresses of two referees to the Director of Studies. (33733) 182418

## Computer Studies

### Heads of Department

**EAST SUSSEX**

**BERESFORD HOUSE SCHOOL**
Eastbourne
Boys under 13
MATHEMATICS. (33668) 182018

## Craft, Design & Technology

### Other Assistants

**CUMBRIA**

Woodwork/Technical Drawing Teacher required, plus resident duties.

Apply: The School Manager, King's House & Brookfield School, Hayton Hall, Hayton, Cumbria. (33817) 182424

## Other Assistants

**BEDFORDSHIRE**

**BEDFORD SCHOOL**
Required for January 1987 two graduates to teach English throughout the school, expanding Department.

For the first of these posts experience would be an advantage. To share fully in the teaching of all levels to Oxbridge, with a central role in the Sixth Form and continued running of GCSE programmes in English Literature. (Scale 2/3 depending on experience).

The other post will suit an enthusiastic younger teacher anxious to develop within a well-equipped and successful Department. An interest in drama would be an advantage (The School has its own Theatre). The successful applicant will share fully in teaching to all levels, including both English and English Literature). Advanced English Language and Linguistics may also be taught.

The successful applicant will also form a vital part of the School's Innovative Sixth Form Skills course. They will also be expected to play a full part in the extra-curricular life of the School. Accommodation available for single person.

Bedford School Salary Scale. Further details may be obtained from the Head Master, Bedford School, Burnaby Road, Bedford MK40 2TU, to whom applications should be made together with details of qualifications and experience and the names of two referees. (33603) 182418

**LONDON SE3**

**BLACKHEATH HIGH SCHOOL GPDST**

DEPARTMENT OF GEOGRAPHY

Required for January 1987

Lively department requires enthusiastic part-time teacher (3½ days per week). Burnham Scale plus Inner London allowance.

Applications in writing, together with curriculum vitae and names of two referees to: The Headmistress, Blackheath High School, Wemyss Road, London SE3 0TF. (365781) 182624

**LONDON N6**

**CHANNING SCHOOL**
Highgate, London N6 5HU
Independent girls' day school (GSA)
300 girls from 11-18 years
Required in January 1987 a well-qualified graduate to teach English throughout the Senior School for two terms (maternity leave) with the possibility of a permanent appointment. Qualifications should also be considered for the headship of the department in September 1987.

The scale of salary will be appropriate to qualifications and experience (Burnham Scale with full London Allowance).

Applications IMMEDIATELY to The Headmistress, enclosing curriculum vitae and names and addresses of two referees. (33533) 182424

**LONDON SE22**

**JAMES ALLEN'S GIRLS SCHOOL**
East Dulwich Grove, SE22 8TE
GSA - 811 girls
Required from 3rd November 1986 an English graduate to cover maternity leave until July 1987. This is a part-time post (13 periods a week, no less only) teaching some 2nd year 'A' level and 3rd and 1st years.

Apply with names, addresses and telephone numbers of two referees to the Headmistress. (33738) 182424

**LONDON**

**MECHNAH SCHOOL**
84 Lordship Road, London N15
Requires an English Teacher on the Jewish Scale 1987. Scale 3/4 possible.

Interested applicants should send curriculum vitae to the Head Teacher. (96391) 182424

**OXFORDSHIRE**

**BYE ST ANTONY SCHOOL**
(Independent Roman Catholic Boarding/Day School for girls aged 2-18)
Required for January, a graduate to teach English throughout the Senior School to O Level and O.C.S.E. Ability to teach Latin and Classical Civilization to 'A' level an advantage.

Applications to the Headmistress with C.V. and acceptance from Bye St Antony School, Fallon's Lane, Headington Hill, Oxford OX3 0BY.

Closing date for applications 17th October. (32762) 182424

## Geography

### Other Assistants

**KENT**

**CARRINGTONS SCHOOL**
Chislehurst, Kent BR7 5LR
(Methodist College and Boarding and Day Girls)
300 girls 2-18 years
Required for January 1987 or sooner, if possible, a qualified Geography teacher, part time, three days per week.

Apply in writing to the Headmistress giving the names and addresses of two referees. (33141) 182624

**KENT**

**BECKENHAM CONVENT**
79 Foxgrove Road, Beckenham
Tel: 01-650 2863
(Independent R.C. Day & Boarding, 200 girls 11-18)
Required for January 1987 a full time graduate teacher of English to G.C.S.E. and 'A' level. Burnham Scale.

Applications, C.V. and names of two referees to the Headmistress (re-advertisement). (33747) 182624

## Wells Cathedral School
## Wells, Somerset BA5 2ST
## HMC GBA
## Co-educational Boarding and Day

# DEPUTY HEAD

On the appointment of the present Deputy to a Headship, this post will become vacant in September 1987.

**For further details and an application form, please write to John Baxter, Head Master, Wells Cathedral School. Closing date for completed applications: 31st October.**



## INDEPENDENT EDUCATION
continued

**LONDON N15**

**MECHNAH SCHOOL**
84 Lordship Road, London N15
Requires English Teacher for January 1987.
January 2/3rd Post available.

Applicants should send their c.v. to the Head Teacher at the above address. (33514) 182424

**LONDON N8**

**CHANNING SCHOOL**
Highgate, London N6 5HU
Independent girls' day school (GSA)
300 girls from 11-18 years
Required in January 1987 a well-qualified graduate to teach English throughout the Senior School for two terms (maternity leave) with the possibility of a permanent appointment. Qualifications should also be considered for the headship of the department in September 1987.

The scale of salary will be appropriate to qualifications and experience (Burnham Scale with full London Allowance).

Applications IMMEDIATELY to The Headmistress, enclosing curriculum vitae and names and addresses of two referees. (33533) 182424

**LONDON**

**MECHNAH SCHOOL**
84 Lordship Road, London N15
Requires an English Teacher on the Jewish School, Wirtzucker WR1 3LH. (32682) 182818

## Other Assistants

**BRISTOL**

**REDLAND HIGH SCHOOL FOR GIRLS**
Redland Court, Bristol BS6 7EE
Tel: Bristol 45706
(350 girls 11-18 years)
Required for January 1987 a well qualified History graduate to teach the subject up to 'A' level and including Advanced Level. This is a substantial part time post. The appointment is temporary for two terms with the possibility of permanent employment.

Applications, together with curriculum vitae and the names and addresses of two referees should reach the Headmistress by Friday October 17th. (33395) 182624

**DURHAM**

**DURHAM SCHOOL**
A well qualified graduate to teach History throughout the school is required for January or April 1987. Outstanding candidates available only in September 1987 should not be deterred from applying: willingness to play a full part in the life of a Boarding School is essential. Salary Scale above Burnham.

Further details can be obtained from the Headmaster, Durham School, Durham DH1 4SZ to whom applications with curriculum vitae and the names and addresses of two referees should be sent. (33723) 182824

## History

### Heads of Department

**WORCESTER**

**THE KING'S SCHOOL**
Required for September 1987; a HEAD OF HISTORY for a department which teaches about 60 boys to GCSE and over 40 boys and girls to A level. At present the school takes an Early Modern special subject. Ability to introduce new courses for a later period in History would be an advantage.

Salary: Burnham plus.

Completed application forms must be received by 31st October. Further details may be obtained from the Headmaster's Secretary, The King's School, Worcester WR1 2LH. (32682) 182818

## Other Assistants

**WILTSHIRE**

**DAUNTSEY'S SCHOOL**
West Lavington, Devizes, Wiltshire SN10 4HE

Required for September 1987.

Scale II post. Graduate to teach History and Classics at all levels and act as resident Tutor in senior boys' boarding House. Ability to coach hockey and cricket desirable.

Letters of application, with full c.v. and names of two referees, should reach the Head Master by 25th October. (33439) 182824

**WORCESTERSHIRE**

**WELLS HOUSE SCHOOL**
Malvern Wells, Worcestershire WR14 4AU
This 1.A.P.S. Co-educational boarding school of over 100 pupils requires for January 1987 a full-time, residential teacher of HISTORY and GEOGRAPHY.

The successful applicant will be expected to take a full part in the life of the school, and will be responsible for the teaching of history and geography up to Common Entrance and Scholarship Examination levels.

Remuneration will be Burnham Scale, Government Superannuation, and accommodation will be provided free of charge.

Applications from suitably qualified candidates should be made in writing to the Headmaster, enclosing the usual references and c.v. (32819) 182824

## Mathematics

### Heads of Department

**BEDFORDSHIRE**

**BEDFORD SCHOOL**
(HMC, 875 in VI Form)
Applications are invited for the post of MATHEMATICS HEAD OF (Scale 4).

It is hoped to make the appointment for September 1987.

Further details may be obtained from the Head Master, Bedford School, Burnaby Road, Bedford MK40 2TU, to whom applications should be made together with details of qualifications and experience and the names of two referees. (33654) 182418

**EAST SUSSEX**

**BERESFORD HOUSE SCHOOL**
Eastbourne
(Girls' Independent Day and Boarding School)
Required in September 1987 a well-qualified and experienced graduate to organise the Department and teach Mathematics and Computer Studies to GCSE and 'A' Level. Salary according to Burnham Scale 5 and Government Superannuation.

Apply in writing by 22nd October 1986 giving details of qualifications and experience, and names and addresses of two referees, to The Headmistress, Beresford House School, Eastbourne. Tel: 0323 31468. (33867) 182418

## Other Assistants

**GWENT**

**MONMOUTH SCHOOL**
Monmouth, Gwent NT5 3XP
HMC, 540 boys 11-18, boarding and day
Required for September 1987 a young, well qualified graduate to teach Mathematics to University Entrance level.

Willingness to take a full part in extra-curricular activities essential. Bachelor accommodation available. Own salary scale.

For further details write to the Headmaster, to whom all applications, together with full curriculum vitae and the names of two referees, should be sent as soon as possible. All enquiries please label 'History Appointment'. (33685) 182824

**LONDON NW3**

Part-time (.5) teacher of History to O Level required for January 1987. Small, friendly girls' school.

Letter and CV to: Headmistress, St Margaret's School, 18 Kidderpore Gardens, London NW3. (32272) 182624

**LONDON W6**

**THE GODOLPHIN AND LATYMER SCHOOL**
Iffley Road, Hammersmith, London W6 0PG
Required for January, 1987 at this Girls' Independent Day School a History Graduate to teach full-time throughout the school up to Advanced Level and University Entrance Standard.

Salary according to qualifications and experience.

Applications in writing to the Headmistress of the School with curriculum vitae and names, addresses and telephone numbers of two referees. Closing date for applications: Wednesday, 15th October. (33651) 182824

## WEST SUSSEX

**ROSEMEAD SCHOOL**

Required as soon as possible.

HISTORY SPECIALIST.

to teach throughout the School up to University entrance.

Salary according to age and experience.

Please send C.V. and letter of application, including names and addresses of 2 professional referees to The Headteacher, Rosemead School, Littlehampton, West Sussex.

Closing date Wednesday 22nd October. (33391) 182424

## WILTSHIRE

**DAUNTSEY'S SCHOOL**
West Lavington, Devizes, Wiltshire SN10 4HE

Required for September 1987.

Scale II post. Graduate to teach History and Classics at all levels and act as resident Tutor in senior boys' boarding House. Ability to coach hockey and cricket desirable.

Letters of application, with full c.v. and names of two referees, should reach the Head Master by 25th October. (33439) 182824

**WORCESTERSHIRE**

**WELLS HOUSE SCHOOL**
Malvern Wells, Worcestershire WR14 4AU
This 1.A.P.S. Co-educational boarding school of over 100 pupils requires for January 1987 a full-time, residential teacher of HISTORY and GEOGRAPHY.

The successful applicant will be expected to take a full part in the life of the school, and will be responsible for the teaching of history and geography up to Common Entrance and Scholarship Examination levels.

Remuneration will be Burnham Scale, Government Superannuation, and accommodation will be provided free of charge.

Applications from suitably qualified candidates should be made in writing to the Headmaster, enclosing the usual references and c.v. (32819) 182824

## Other Assistants

**BATH**

**KINGSWOOD SCHOOL**
Bath BA1 5RG
Required for January 1987, graduate to share in the teaching of MATHEMATICS throughout the school, to GCSE and A level, and direct Mathematics (SMP) would be available to suitable applicant. Kingswood is a non-denominational boarding school, with 110 in the Sixth Form, of whom 65 are studying A level Maths. Willingness to help with games and boarding duties would be advantageous.

Applications by 21st October 1986, with curriculum vitae and the names of two referees, to the Headmaster, from whom further details can be obtained. (Tel: 0225 311627). (33730) 182424

**BEDFORDSHIRE**

**BEDFORD SCHOOL**
In January 1987 there will be a temporary post for two terms, for a graduate teacher of MATHEMATICS. The post could be full or part-time.

Further details may be obtained from the Head Master, Bedford School, Burnaby Road, Bedford MK40 2TU, to whom applications should be made together with details of qualifications and experience and the names of two referees. (33635) 183424

**BERKSHIRE**

**ST. GEORGE'S SCHOOL**
Ascot, Berkshire SL5 7DZ

Girls' Independent Boarding & Day School (11-18 years) G.S.A. Member

510 pupils, aged 11 - 18

Required for January 1987 a teacher of Mathematics to G.C.E. level. Some computing an advantage. Salary Burnham Scale with possibility of Scale 2 for suitably qualified or experienced candidate. Possible accommodation available.

Applications in writing together with c.v. and names and addresses of referees to the Headmistress. (33485) 183424

**BIRMINGHAM**

**PARK GROVE SCHOOL**
Bulwarks
WANTED FOR JANUARY Experienced graduate teacher of Mathematics to O/GCSE level for Independent Co-educational day school.

Salary Scale in accordance with experience. Leadership of Department available in near future.

Applications in writing with C.V. and two referees to: The Headmaster, Park Grove School, 249 Bristol Road, Birmingham B5 7UH. (33562) 183424

**CUMBRIA**

**SEDBERGH SCHOOL**
Cumbria
Required for September 1987 a good honours graduate to teach Mathematics at all levels, including 'A' level and scholarship, and also Computing.

Apply, with telephone number, to The Headmaster, Sedbergh School, Sedbergh, Cumbria LA10 5HG, giving curriculum vitae, the names of two referees and details of extra mural interests, by 1st November 1986. (33637) 183424

**EAST SUSSEX**

**ST MARY'S HALL**
Brighton
C. of E. Independent public school for girls
(approx 350)
Required for January 1987, for two terms to cover maternity leave, one full-time or part-time, fully qualified graduate to teach 'O' level Mathematics and/or Computer Studies to 'A' level. Salary in accordance with the Burnham Scale.

Apply in writing with curriculum vitae and names and addresses of two referees to the Headmistress, St Mary's Hall, Eastern Road, Brighton, Sussex BN2 5JF. (33454) 183424

**LONDON SE13**

**COLFE'S SCHOOL**
Horn Park Lane, SE12 8AW
HMC 770 pupils
A vacancy will occur in January, 1987, for a graduate to teach MATHEMATICS throughout the School. Ability to help with Computer Studies would be an asset. Involvement in extra-curricular activities, including games coaching, welcomed. New entrants to the profession welcomed, but Colfe's School Scale (above Burnham Scale 3) would be available to a suitably experienced applicant.

Details from and applications with names of 2 referees to the Headmaster (Tel: 01-852 8851) by 17th October. (33637) 183424

**LONDON SE9**

**ELTHAM COLLEGE**
HMC. Formerly DS 11-18 Day and Boarding Places for 530 Boys. Sixth Form Places for Girls
Required for January 1987, a Mathematics Graduate to join a flourishing and large Mathematics Department to assist with 'O' and 'A' level work. Willingness to help with extracurricular activities (especially music and sport) a strong recommendation.

Applications including names and addresses of two referees, should be sent to The Headmaster, Eltham College, Mottingham, London SE9 4QF, from whom further details are available. Scale 3, or possibly Scale 2 (plus Outer London Weighting) appointment. Assistance with removal expenses will be considered. (33567) 183424

**LONDON**

**EMANUEL SCHOOL**
Battersea Rise, London SW11 1HS
A capable part-time MATHEMATICS teacher is required for January 1987 to teach either lower or upper school, in a mixture of both. Emanuel is a 10-18 boys' independent school with 715 pupils. The courses followed in Mathematics lead to SMP O-level/GCSE and MEI A-level. The department consists of eight full-time and two part-time Mathematics teachers.

Applications, with curriculum vitae and the names and addresses of two referees, should be sent to the Headmaster. (33143) 183424

**RICHMOND UPON THAMES**

**ST. CATHERINE'S SENIOR SCHOOL**
Cross Deep, Twickenham, Middx. TW1 4QJ
Tel: 01-891 2838
SCALE 1 POST
Required January 1987, full time trained Graduate to teach Mathematics throughout the School to G.C.E. Ordinary and Advanced Level (Pure Mathematics).

Apply Headmistress (32498) 183424

## Modern Languages

### Heads of Department

## SUFFOLK

**WOODBRIDGE SCHOOL**

H.M.C. Co-educational, 11-18 years (G.S.A. Member

510 pupils, aged 11 - 18

Required for January 1987 a teacher of Mathematics to G.C.E. level. Some computing an advantage. Salary Burnham Scale with possibility of Scale 2 for suitably qualified or experienced candidate. Possible accommodation available.

Applications in writing together with c.v. and names and addresses of referees to the Headmaster. Salary Burnham Scale 3 or 4 dependent on qualifications and experience, plus Woodbridge School Allowance.

Applications with C.V. and the names, addresses and telephone numbers of two referees, to the Headmaster, Woodbridge School, Woodbridge, Suffolk IP12 4JH by 31st October, from whom further details are available. (33425) 183618

## Other Assistants

**CAMBRIDGE**

**KIRBY LODGE**
Little Shelford, Cambridge
An Independent Residential VIth Form College for Girls and Member of CIFE, with up to 90 students.

RESIDENT HOUSEMISTRESS Required for January 1987 an academic (Housemistress: Linguist and/or co-curricular teacher preferred. We need an enthusiastic and responsible person, able to assist the Principals with forward planning and prepared to develop extra-mural activities.

Salary based on Burnham, and negotiable, depending on experience.

Please apply to the Principals for further details, enclosing c.v. and names of 2 referees. (33658) 183624

**LONDON NW5**

**SOUTH HAMPSTEAD HIGH SCHOOL (G.P.D.S.T.)**
Required for January 1987, full-time assistant in the Modern Languages department. We seek a qualified graduate who can offer French as a principal language to Advanced level and University entrance standard and either German or Spanish to Ordinary level. The ability to teach some Junior Latin would be an advantage but is not essential.

Applications in writing, please to the Headmistress, South Hampstead High School, 3 Maresfield Gardens, London NW3 5SS with CV and names of two referees. (32276) 183624

**SHEFFIELD**

**MOUNT ST MARY'S COLLEGE**
REQUIRED IMMEDIATELY. Temporary teacher of Spanish/French to 'O' and 'A' Level for current term. The appointment might become permanent. Ability to help with games an advantage.

Burnham salary according to experience.

Single accommodation available.

Write to The Headmaster, Mount St Mary's College, Sheffield S31 9YL. (33518) 183624

## Music

### Other Assistants

**CAMBRIDGE**

**THE LEYS SCHOOL**
Cambridge
A MUSICIAN
A now post is being created in January 1987 for a full-time well qualified musician, who is primarily an organist, to direct large and active Department. Orchestral and choral experience would be an advantage, and the successful applicant would be expected to show in the GCSE and 'A' level teaching as well as participate in the wide range of extra musical activities.

Applications, including full c.v. and the names of three referees should be sent to The Headmaster, The Leys School, Cambridge CB2 2AU from whom further details can be obtained. (32281) 183624

**HERTFORDSHIRE**

**ST. FRANCIS' COLLEGE**
Letchworth, Herts.
Tel: 0462 670911
Independent Boarding & Day School for Girls
G.B.G.S. and G.S.A.
Kindergarten/Preparatory 5½ - 11. Senior 11-18
Required November 1986
VIOLIN TEACHER
Qualified and experienced teacher of violin required 3 to 4 days per week. Must be able to teach at all levels and assist with Orchestras and Chamber Music. The school has a strong Music Department and there is a tradition of good string playing.

Please apply in writing as soon as possible, giving 2 referees, to the Headmaster. (33197) 183824

**EAST SUSSEX**

**BERESFORD HOUSE SCHOOL**
Eastbourne
(Girls' Independent Day and Boarding School)
Required in January 1987 a full-time Music teacher for individual piano and violin lessons and class-work up to 'A' Level, with particular responsibility for the orchestra. Salary according to Burnham Scale 1 and Government Superannuation.

Apply in writing by 22nd October 1986 giving details of qualifications and experience, and names and addresses of two referees, to the Headmistress, Beresford House School, Eastbourne. Tel: 0323 31468. (33866) 183824

## HIGHGATE SCHOOL
## London N6 4AY
## (01 340 1524)

Owing to retirement, Highgate School requires in September 1987 a Head of Applied Mathematics including responsibility for the Computing Department. The MEI syllabuses are followed at all levels and the Mathematics Department is housed in a modern building which includes a computer room. Accommodation possibly available. Highgate School Salary Scale.

**Applications with full curriculum vitae and the names etc. of two referees by 1st November 1986 to the Head Master, Highgate School, London N6 4AY (01 340 1524).** (02783)

## BERKSHIRE
## ETON COLLEGE
# HEAD OF MATHEMATICS

Required for September 1987, a MATHEMATICIAN to take charge of the Mathematics Department. Details of the School and the department may be obtained from the Head Master, Eton College, Windsor, Berkshire SL4 6DW, to whom applications, with *curriculum vitae* and the names and addresses of three referees, should be sent. (8240)

INDEPENDENT EDUCATION
continued

## Pastoral

### Heads of Department

**LONDON SE12**
NORTHBROOK C. OF E. SCHOOL
Taunton Road, Lee SE12 8PD
(Tel: 852 3191)
Headmaster: Mr G. Sexton
MUSIC TEACHER
Required from October 1986 or January 1987 for class music throughout the school, including 'O'. G.C.S.E. preparation, and to teach piano. (33538) 184824

**SURREY**
ST. TERESA'S CONVENT SCHOOL
Effingham Hill, Dorking
Girls Independent Day/Boarding 11-18 yrs.
Required for January 1987 part-time teacher of SING-ING class and private pupils.
Own transport essential. Practising Christian preferred.
Applications in writing to the Headmistress with curriculum vitae and names and addresses of two referees. (36082) 183824

**SURREY**
ST. TERESA'S CONVENT SCHOOL
Effingham Hill, Dorking, Surrey
Girls Independent Day/Boarding 11-18 yrs.
Required, preferably for January 1987, otherwise for April 1987, full-time assistant to teach class MUSIC up to G.C.S.E. level, and class singing, with responsibility for choir and orchestra, and some private tuition.
Practising Christian preferred.
Government superannuation, London fringe allowance.
Applications in writing to the Headmistress with curriculum vitae and names and addresses of two referees. (33491) 183824

**CUMBRIA**
SEDBERGH SCHOOL
Cumbria
An Independent Boarding School for Boys aged 11-18 years
requires for September 1987 a
SENIOR CHAPLAIN
Further details may be obtained from the Headmaster.
Applications with telephone numbers, full curriculum vitae and the names and addresses of two referees should be sent to The Headmaster, Sedbergh School, Sedbergh, Cumbria LA10 5HG by 1st November. (33628) 184018

**GWENT**
HABERDASHERS' MONMOUTH SCHOOL FOR GIRLS
Monmouth, Gwent NP5 3XT
(Day and Boarding)
Resident Housemistress required in January, 1987 to share responsibility for running the boarding house. We are seeking humbly efficiency and experience with young people rather than teaching qualifications. We hope that the Housemistress could be involved in the school by assisting in the library, laboratories, or audio-visual work.
Apply by letter to the Head Mistress, enclosing names, addresses and telephone numbers of two referees. Applications should arrive before 24th October. (35664) 184018

### Other Assistants

**WEST SUSSEX**
RESIDENT MATRON
Required January 1987 or before for girls' independent boarding and day school.
Applications to Headmistress, with c.v. and names and telephone numbers of two referees. Lavant House, Chichester, W. Sussex PO18 9AB. (33713) 184024





**WILTSHIRE**
STONAR SCHOOL
Cottles Park, Atworth, Melksham, Wiltshire
(Independent Girls' School, nine miles from Bath
350 pupils
Required for January or Easter 1987, Resident HOUSEMISTRESS FOR MIDDLE SCHOOL HOUSE, age range 12-16, involvement in teaching and extra-curricular activities, such as trampoline and outdoor pursuits welcome. Payment on Stonar Scale according to qualifications and experience. Free board and lodging in term time, accommodation available in holidays. Carpentry and painting preferred.
Applications to the Headmistress with full curriculum vitae together with the names, addresses and telephone numbers of two referees. (33464) 184024

**WORCESTERSHIRE**
Newly qualified teacher unable to get a job? Why not gain some experience with young adolescents as a resident Deputy Housemistress in a small Girls' Boarding School.
We require a capable, sympathetic person for our House of 40 girls 12-14 in November or January.
Please write to the Headmistress, Lavington, Great Malvern WR14 3AJ with curriculum vitae and names and addresses of two referees. (33345) 184024

### Physical Education

### Heads of Department

**EDINBURGH**
ST. GEORGE'S SCHOOL FOR GIRLS
Garscube Terrace, Edinburgh EH12 6BG
HEAD OF PHYSICAL EDUCATION
Wanted in January or April, an experienced, lively teacher is required to head a department of five. The school, with 880 pupils (380 Primary, 500 Secondary) offers a wide P.E. curriculum including both Hockey and Lacrosse. There are excellent playing fields on the premises.
Letters of application with curriculum vitae and names, addresses and telephone numbers of two professional referees should be sent to the Headmistress at the above address by Friday 24th October 1986. (33599) 184218

### Other Assistants

**CAMBRIDGE**
THE LEYS SCHOOL
Cambridge
P.E. SPECIALIST/ASSISTANT HOUSEMISTRESS
The Leys require for January 1987 (or earlier) a P.E. graduate to coach throughout the School, with particular responsibility for girls' games. The successful applicant would be expected to occupy the accommodation for, and fulfil the duties of Assistant Housemistress to the Girls Boarding House. An ability to teach some particular in an academic subject would be an advantage.
Applications including a full c.v. and the names of at least two referees should be sent to the Headmaster, The Leys School, Cambridge CB2 2AD, from whom further details can be obtained. (36780) 184524

**CORNWALL**
Required for April 1987, a fully qualified Physical Education Teacher to teach 500 pupils aged 5-18.
For further details apply to the Headmaster, The School of St. Clare, Penzance TR18 4JL. (33625) 184524

**DORSET**
SHERBORNE SCHOOL FOR GIRLS
TEMPORARY APPOINTMENT
Required in January 1987 for two terms an assistant in the Physical Education Department. Candidate with special interest in hockey and athletics essential, but this is post offering a wide scope of activities. Non resident.
Apply to the Headmistress giving details of qualifications and experience, with the names and addresses of two referees. (37891) 184924

**KENT**
Required immediately or 1st January 1987 a full time Sports/Activities Organiser for private International College in Bromley, Kent. Residential post.
Salary £6,500 p.a.
For further details Tel: Mr. M. Bowen, 01-777 8069. (32697) 184224

**LONDON**
Part time Netball Teacher wanted for private school on Tuesday & Wednesday afternoons as soon as possible. 229-0181. (33710) 184224

**MIDDLESEX**
PHYSICAL EDUCATION
PART-TIME VACANCY from January to cover staff on maternity leave.
Apply to the Headmaster, The Purcell School, Mount Park Rd., Harrow on the Hill, Middlesex. Tel: 01-428 3300. (33531) 184224

## Religious Education

### Heads of Department

**LONDON N6**
CHANNING SCHOOL
Highgate, London N6 5HF
Independent girls' day school (GSA)
300 girls from 11-18 years
HEAD OF DEPARTMENT
Required for January 1987 a well-qualified and experienced graduate to take sole charge of RE and Social & Personal Education throughout the Senior School. Channing is a Unitarian foundation with a tradition of inter-faith worship and teaching.
Burnham Scale salary with full London Allowance.
Closing date: Wednesday 15th October. (32897) 184418

### Other Assistants

**LONDON SW18**
ST. PAUL'S SCHOOL
Lingfield Road, London SW19 9JT
Tel: 01-748 9162
There will be a vacancy in January 1987 for a good honours graduate to teach
RELIGIOUS STUDIES
If the person appointed is to Holy Orders, he could also act as Assistant Chaplain. Teaching would include A and O level specialist work, as well as General Duties.
St. Paul's salary scale (substantially above Burnham), if necessary, help with accommodation available.
For children of established members of staff, free education is available at St. Paul's School, Colet Court or St. Paul's Girls' School.
Application giving full details of qualifications and the names of two referees should be sent as soon as possible to the High Master. (32451) 184424

**MIDDLESEX**
Required for Easter or Autumn Term 1987 at Accredited Boys' Independent Grammar School, (11-16) full-time qualified Teacher for Religious Studies to teach to G.C.S.E. Burham plus Outer London Allowance.
Apply in writing with the names of two referees to: The Headmaster, Aldenham School, Rayners Lane, Pinner, Middlesex HA5 5DT. (32275) 184424

**MIDDLESEX**
NORTHWOOD COLLEGE
(Girls' Independent Day and Boarding School 4-18 yrs)
Required in January or April, experienced graduate to teach Religious Studies throughout the Senior School including G.C.S.E., O and A Level.
Burnham scale on appropriate scale with Outer London Allowance.
Apply in writing with c.v. and details of two referees to the Head Mistress. (33346) 184424

## Science

### Heads of Department

**CARDIFF**
HEAD OF BIOLOGY DEPARTMENT SCALE III
Required in expanding independent co-educational 'A' level College. (300 students). This post offers an exciting career opportunity. All applicants must be willing to contribute to College development and extra-curricular life.
Please apply with full curriculum vitae of two referees to: The Principal, New College, Bute Terrace, Cardiff CF1 2TE. (33539) 184818

### Other Assistants

**BRISTOL**
WESTWING SCHOOL
Girls Independent Day and Boarding School 8-16 with co-educational Nursery and Kindergarten 3-5 for day pupils
TEACHER OF BIOLOGY AND CHEMISTRY
To GCSE
REQUIRED IN JANUARY 1987.
Or sooner if possible.
This post would suit an applicant who lives locally and who would help with some boarding duties or an applicant who would live and work in the school.
Please phone for details or apply in writing to the Headmaster, Westwing School, Kyneton House, Thornbury, Bristol BS12 2JZ with full C.V. and names of two referees. Tel: (0454) 413211. (33544) 184924

**DERBYSHIRE**
MOUNT ST MARY'S COLLEGE
Derbyshire
H.M.C. Independent Mixed
Required as soon as possible graduate Biology teacher for 'O' and 'A' Level teaching. Simple accommodation free in exchange for help with girls' supervision and games. Burnham salary according to qualifications.
Apply with c.v. and the names of references to The Headmaster, Mount St. Mary's College, Spinkhill, via Sheffield S31 9YL. (33194) 184824

**EAST SUSSEX**
BUCKSWOOD GRANGE SCHOOL
Uckfield
We wish to appoint from January (or before) someone to teach Biology up to 'O' level. Ability to offer other subjects, games, etc. an advantage. Simple accommodation available.
Please apply in writing, with the names and addresses of two referees to the Director of Studies. (33739) 184824

**HERTFORDSHIRE**
HAILEYBURY & ISC
Hertford
A graduate PHYSICIST is required for September 1987 to join a strong department with well equipped laboratories. The vacancy occurs because of retirement and the person appointed will teach at all levels up to 'A' level. The School also has modern electronics and computing facilities and is expanding its teaching of technology.
Haileybury salary scale (above Burnham); accommodation available if required.
Applications with curriculum vitae and the names, addresses and telephone numbers of three referees to The Master, Haileybury, Hertford SG13 7NU by 31st October. Further details may be obtained by telephoning the Head of Science, Dr I.B. Willimson on Hoddesdon (0992) 462229. (33528) 184824

**LONDON SE22**
DULWICH ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, SE22 8TE
GSA - 13 girls
Required for January 1987 - temporary part-time Biologist for two terms only, two mornings a week. Some O level work.
Please apply in writing and with the names, addresses and telephone numbers of two referees to the Headmistress at the school. (33143) 184824

**LONDON SE22**
ALLEYN'S SCHOOL
Townley Road, Dulwich, London SE22 8SU
H.M.C. Co-educational Day School
800 Pupils, 230 in Sixth Form
Required for September 1987, a graduate teacher of Physics with the ability to teach all levels of the subject including scholarship, to be an advantage. The successful holder of the post, having to become a Head of Department elsewhere, will have major responsibility for Electronics in the school; there is scope for much further development in this field.
Willingness to take part in the life of the school will be an added recommendation; the salary is on the Burnham Main Scale, and an appropriate and suitably qualified candidate will probably be available.
Applications, including curriculum vitae and the names, addresses and telephone numbers of two referees, should be sent before the end of October to the Headmaster. Further details are available on request. (33394) 184824

**LONDON W13**
Required urgently Sixth Form teacher of Physics to 'A' level GCE.
For further details phone 01-997 4346 or write to the College Principal, Ealing Green Avenue, Ealing W13 8JS. (33598) 184824

**SUSSEX**
DAVIES'S COLLEGE
CHEMISTRY TEACHER
To GCE Advanced level required urgently to fill temporary vacancy. Full-part-time considered.
Apply to the Principal, Davies's College, 44 Oxted Road, Hove, East Sussex BN3 3ER. Tel: 0273 723911. (33838) 184824

**WORCESTER**
ROYAL GRAMMAR SCHOOL
Physics Graduate required January or September 1987 to teach to 'A' Level. Interest in Electronics an advantage. Willingness to contribute to out-of-class activities such as C.C.F., Rowing, Games or C.V.S. Details of School C.V.S.
Applications, with curriculum vitae, and names of two referees to the Headmaster, Royal Grammar School, Worcester. (33196) 184824

**NORTH LONDON**
Friern Barnet Grammar School
Friern Barnet Road,
LONDON N11 3DR.
01-368 3777
**Wanted for January 1987 a teacher of PHYSICS and COMPUTER SCIENCE at this 11-16 boys' independent school (250 on roll).**
A generous salary on Scale 3 is available for a young graduate with successful teaching experience in another school. Alternatively a Scale 2 post might be offered to a recently trained new entrant to the profession who can demonstrate a successful teaching practice record while still at college.
Further details from the School Secretary. Letters of application to the Headmaster, closing date October 7.
(04771)





INDEPENDENT EDUCATION
continued

## Social Studies

### Other Assistants

**CROYDON**
WHITGIFT SCHOOL
(HMC, 880 boys)
Required in JANUARY 1987, graduate to teach POLITICS to G.C.E. level with some History. This vacancy is a temporary one for two terms only but a permanent appointment could be considered. Salary on Whitgift Scale (above Burnham) according to experience. Accommodation available.
Apply immediately to the Headmaster, Whitgift School, Croydon, Surrey, with curriculum vitae and details of two referees. (33446) 185024

**KENT**
BROMLEY HIGH SCHOOL
(GPDST)
Blackbrook Lane, Bickley, Bromley BR1 2TW
WANTED FOR JANUARY 1987 ONLY
GRADUATE TO TEACH A LEVEL GOVERNMENT AND POLITICAL STUDIES to 1st and 2nd year Sixth.
This post is part-time (14 periods spread over 4 days a week).
Applications by Vacancy Form to the Headmistress, with c.v. and names and addresses of two academic referees before 24th October, 1986. (33721) 183224

Apply to the Principal, Davies's College, 44 Oxted Road, Hove, East Sussex BN3 3ER. Tel: 0273 723911. (33838) 184824

## Technology

### Other Assistants

**LONDON N6**
CHANNING SCHOOL
WANTED: Immediately or Channing School, Highgate, a technician for new computer laboratory. Hours and responsibilities negotiable.
Applications to the Bursar (01-340 3171), Channing School, Highgate, London N6 5HF.
Closing date: 15th October 1986. (33698) 185524

## Other than by Subject Classification

### Other Assistants

**LONDON WC1**
Required urgently experienced tutors for P/T posts to teach English, Maths, Sciences, Maths, & 'O' level Physics. Flexible hours.
For further details please write to the Principal enclosing Curriculum Vitae. Central G.C.E. Tutorial College, 8 Horbrand St., London WC1. Tel: 01-278 5622. (Opposite Russell Square Station). (33530) 185624

**MIDDLESEX**
THE AMERICAN COMMUNITY SCHOOLS
Hillingdon
Required immediately,
Librarian (Middle School).
Tel: Headmaster's Secretary for information and application form Uxbridge 59771. (33749) 185624

**SALFORD**
MECHINOH GRAMMAR SCHOOL
A Physics/Chemistry/Maths teacher and an Economics teacher required to commence 3rd November 1986 for Boys Grammar School to teach up to 'O' Level standard. Approx. 10hrs. per week from 3.30pm.
Apply in writing with c.v. to: The Bursar, 2 Cliff Lodge Park Road, Salford M7 0HY. (04658) 185624

## Preparatory Schools

### Deputy Headships
### Second Masters/Mistresses

**WILTSHIRE**
ST MARY'S SCHOOL
Calne
An Assistant Master/Mistress is required for January 1987 to take charge of a class of 8-9 year olds in the Junior School, St. Margaret's. Ability to teach P.E. and swimming essential; ability to play the piano an advantage. Burnham Scale. Non resident post.
Apply to the Headmistress with c.v. and referees. All applications must be in by Thursday, 16th October. (33942) 200612

## Remedial and Special Needs Teaching Posts

### Heads of Department

**WIRRAL**
KINGSMEAD SCHOOL
Hoylake, Wirral L47 0JL
A qualified SPECIALIST TEACHER OF DYSLEXICS is required for January, 1987 to head up the Extra English department in this co-educational school. Responsibilities will include the administration of entrance, diagnostic and screening tests.
Teaching of individual or small groups is done on a withdrawal basis from age 6 to 13 for which considerable experience is required. Applicants should be prepared to take a full part in the boarding life of this school, and should be in sympathy with our Christian ethos.
Apply with c.v. and names, addresses and telephone numbers of 2 referees to the Headmaster as soon as possible. (33727) 201016

## Technology

### Other Assistants

**LONDON N6**
CHANNING SCHOOL
WANTED: Immediately or Channing School, Highgate, a technician for new computer laboratory. Hours and responsibilities negotiable.
Applications to the Bursar (01-340 3171), Channing School, Highgate, London N6 5HF.
Closing date: 15th October 1986. (33698) 185524

## By Subject Classification

## Geography

### Heads of Department

**MIDDLESEX**
ST. MARY'S SCHOOL
Northwood, Middlesex HA6 3DA
IAPS (300 boys including 45 boarders)
Required January 1987, qualified teacher as HEAD OF GEOGRAPHY to be responsible for the teaching of Geography throughout the school up to GCE and Scholarship level. Ability to help with boys games an advantage.
Salary Burnham Scale 2 plus London weighting or fringe accommodation provided free of charge in the school.
Apply in writing with CV and details of two referees to the Headmaster. (33371) 202618

### Other Assistants

**DEVON**
GEOGRAPHY
Wanted January 1987 a teacher for Geography throughout the School and up to Common Entrance Scholarship standards. The post includes the teaching of junior science. Applicants will be expected to offer an extra curricula subject (cubs would be an advantage), and will be expected to do full duties. It would be helpful if the applicant was able to assist in Games. St. John's is a Co-Educational IAPS School with 240 children between the ages 3-13.
Please apply in writing to the Headmaster with the names and telephone numbers of three referees to St. John's School, The Broadway, Silmouth, Devon EX10 8HL. (33993) 202624

**LONDON SW1**
HILL HOUSE SCHOOL
Hill House School is a day school of 500 pupils - 110 on Common Entrance level throughout. Geography required to teach Geography at C.S. level.
To commence 8th December.
Please send c.v. to: The Headmaster, Hill House School, 17 Hans Place, London SW1X 0EP. (33818) 202624

**LONDON**
WILLINGTON SCHOOL
Putney
(IAPS Day Preparatory School 160 boys 4+-13)
Required for January 1987 a teacher to teach Geography throughout the School and take a major role in the games/athletics programme, rugger and cricket. Married or single accommodation available.
Salary Burnham Scale and Inner London Allowance, Government Superannuation.
Please apply to the Headmaster, Willington School, 5 Coliseite Road, Putney, London SW15 6QG with curriculum vitae and the names and addresses of two referees. (32499) 202624

## History

### Heads of Department

**HAMPSHIRE**
NORTHAW SCHOOL
West Tytherley, Salisbury SP5 1NH
I.A.P.S.
190 boys and girls age 3-13, including 112 boarders
Required in September, 1987, an able Historian to take over a thriving department of the school in which the retiring member of staff has built up an impressive record of interest and enthusiasm. The successful applicant will be expected to have some ability in the teaching of at least one other subject and to be able to take an active, a full part in all aspects of boarding-school life, preferably including games in a wide variety of extra-curricular hobbies and interests.
Salary scale in excess of Burnham: D.E.S. superannuation scheme. It is highly unlikely that accommodation will be available and therefore a non-resident is envisaged at this stage.
Please apply in handwriting to the Headmaster with C.V. and names, addresses and telephone number of two referees. (32889) 202818

### Other Assistants

**KENT**
ST. RONANS BOYS PREPARATORY SCHOOL
Requires History Teacher January 1987
Apply with references: Headmaster, St. Ronans, Hawkhurst, Kent TN18 5DJ. (33601) 202824

**NORTH YORKSHIRE**
CUNDALL MANOR
Helperby, York YO6 2RW
Preparatory Co-educational day co-educational, 180 pupils set in magnificent location)
HISTORY
Required for January/April 1987 a dedicated and enthusiastic teacher to teach history to C.E. and P.S.A. standard.
An aptitude to participate fully in boarding school life is essential.
Salary: Burgham Scale according to qualifications and experience. Government superannuation scheme.
Applications in writing with curriculum vitae, giving names, addresses and telephone numbers of two referees, should be sent to the Headmaster. (33688) 202824

## Mathematics

### Heads of Department

**LONDON SW1**
WESTMINSTER ABBEY CHOIR SCHOOL
(36 boys, all singers)
Requires in May (or January) 1987 teacher to take charge of Mathematics throughout the school together with C.E. Geography on promotion of the Deputy Head. Burnham scale I plus London Weighting. With Government Superannuation. Ability to coach soccer to 1st XI standard essential, and sympathy with unusual but interesting lifestyles of a song school.
Accommodation available.
Please apply with full curriculum vitae and the names and addresses of two referees to the Headmaster, Westminster Abbey Choir School, Dean's Yard, London SW1P 3NY. (04661) 203418

### Other Assistants

**LONDON**
Part time Teacher required to take 7-10 year olds for Maths and/or English in girls' day school in Central London next January. 229-0121. (33711) 203424

## Modern Languages

### Heads of Department

**ESSEX**
ALLEYN COURT PREPARATORY SCHOOL
Westcliff on Sea, Essex SS0 8ND
Required September 1987 third and fourth teacher of this subject throughout the school and teach to CEE and PSS standard.
Burnham Scale. BUPA group scheme.
Apply to the Headmaster, Alleyn Court Preparatory School, Westcliff-on-Sea, Essex SS0 8ND with C.V. and names and addresses of two referees. (17609) 203618

**WORCESTERSHIRE**
WELLS HOUSE SCHOOL
Malvern Wells, Worcestershire WR14 4JF
This I.A.P.S. Co-educational boarding school of over 100 pupils requires for January 1987 a full-time residential teacher of HISTORY and GEOGRAPHY.
The successful applicant will be expected to take a full part in the life of the school, and will be responsible for the teaching of history and geography up to Common Entrance and Scholarship Examination levels.
Remuneration will be Burnham Scale with Government Superannuation, and accommodation will be provided free of charge.
Applications from suitably qualified candidates should be made in writing to the Headmaster, enclosing the usual references and c.v. (32820) 202824

### Other Assistants

**HERTFORDSHIRE**
BISHOP'S STORTFORD COLLEGE JUNIOR SCHOOL
I.A.P.S. 240 boys (Boarding and day)
Required in September 1987, a well qualified teacher to teach FRENCH throughout the 9-13 age range. The French department is a strong one with an excellent C.E. and Scholarship record. French is a settled subject for 11-year olds and whole. The Junior School has first-rate modern facilities and the College language laboratory can be used for some Junior School teaching.
Applicants must be willing to enter fully into extra-curricular activities, with expertise in cricket, hockey, drama, art or outdoor pursuits an especial recommendation.
Bishop's Stortford College salary scale (Burnham 2 - 4).
Married quarters accommodation is likely to be available.
Applications in writing, with full curriculum vitae and the names, addresses and telephone numbers of two referees, to The Master, The Junior School, Bishop's Stortford College, Maze Green Road, Bishop's Stortford, Herts. HM23 2PH. (33418) 203624

**KENT**
ST. MICHAEL'S SCHOOL
Otford Court, Sevenoaks, Kent
ASSISTANT RESIDENT TEACHER
Required for January 1987 to be in charge of French and Latin throughout this small expanding school. An interest in Music and/or Games an advantage.
Applications with c.v. and names of three referees, to the Head, Paul G. Cox at the above address. (33003) 203624

## PREPARATORY SCHOOLS
continued

### SHROPSHIRE

PACKWOOD HAUGH
Ruyton XI Towns,
Shrewsbury SY4 1HX
Required January 1987, qualified teacher for FRENCH in department of three. Games always useful or other outside interests.
Resident accommodation for single person. Good post for newly qualified teacher.
Salary in excess of Burnham. Private Pension Scheme.
Apply in writing, with c.v. and names of two referes to The Headmaster. (33360) 203624

### HAMPSHIRE

DUNANNIE
(Bedales Pre-Preparatory School)
Petersfield Hampshire
Required for January 1987. Scale 1 Class Teacher, able to take Music as an advantage.
Applications in writing, giving full details and names and addresses of two referees to Headmistress, Dunannie (Bedales Pre-Preparatory School), Alton Road, Steep, Petersfield, Hampshire GU32 2DP. (Closing date: Monday October 13th). (33340) 205624

### LONDON NW8

ARNOLD HOUSE SCHOOL
Required in January 1987 to cover for maternity leave, a Form Teacher for 7 to 8 year olds. The contract will be for a minimum of two Terms. Salary in excess of Burnham.
Applications with the names of two referees to: The Headmaster, Arnold House School, 3 Loudoun Road, St. John's Wood, London NW8 0LH. Tel: 01-286 1100. (33637) 205624

### LONDON SE

BLACKHEATH HIGH SCHOOL GPDST
Required for January 1987, experienced infant teacher for newly formed Reception Class. Burnham Scale and Inner London Allowance.
Applications in writing, together with cv and names of two referees to: The Headmistress, Blackheath High School, Wemyss Road, London SE 0TF. (33577) 203624

### LONDON SW1

Fully qualified teacher for small class of 4-5 year olds, required for January, 1987. Ability to play the piano an advantage.
Part-time music teacher also required.
Please apply in writing with C.V. to the Headmistress, Garden House School, 53 Sloane Gardens, London SW1W 8ED. (32708) 205624

### LONDON SW7

Fairley House is a full-curriculum day school for boys and girls with average and above intelligence between the ages of 5 and 13 who have specific learning difficulties (dyslexia).
Required for January 1987: a qualified and experienced class teacher for 9-10 year olds. Specific remedial qualifications helpful but not essential.
Burnham Scale 1 + LW + SSA.
Please apply within five days of the appearance of this advertisement to the Principal, Fairley House, 22 Princes Gate, London SW7 1PT, with cv (include daytime/evening telephone numbers) and the names, addresses and daytime telephone numbers of two referees. (33359) 205624

### LONDON SW7

Wanted for January 1987 an experienced and qualified teacher for four and five year olds.
Please apply in writing with curriculum vitae and names and addresses of three referees to Mr. A.G. Bray, The Hampshire School, 63 Ennismore Gardens, London SW7, 1NH. (33912) 205624

### LONDON

Wanted for January 1987 qualified/experienced teacher for class of 8/9 year olds. Small Independent Prep. School, NW London.
Write Box TES 00610, Priory House, 25 John's Lane, EC1M 4BX. (33493) 205624

### LONDON

WETHERBY SCHOOL
11 Pembridge Square, W2
Required immediately, Assistant Teacher.
Applications with C.V. and names, addresses and telephone numbers of TWO REFEREES (no testimonials please) to the Headmistress. (33720) 205624

### MIDDLESEX

TWICKENHAM PREPARATORY SCHOOL
I.A.P.S.
Required in January 1987, a qualified and experienced teacher of a class of 6 year olds. Enthusiasm and commitment to the school are important as well as ability to fit in with the aims and methods of this Christian school. Burnham Scale 1 + Outer London allowance.
Apply in writing with C.V. and 2 referees to The Headmaster, Twickenham Preparatory School, First Cross Road, The Green, Twickenham TW2 5QA. (Phone: 01-898 0846). (33409) 205624

### MIDDLESEX

ST. HELEN'S SCHOOL
Northwood, Middlesex
Preparatory Department, Girls 5-8 years
Two class teachers required full time for January 1987 one of whom whould be responsible for the school library.
Please apply in writing to The Headmistress, with c.v. and names of two referees and enclosing s.a.e. (33420). 205624

### OXFORDSHIRE

ST. RUGE'S SCHOOL
Carswell Manor, Faringdon, Oxon. SN7 8PT
I.A.P.S. Boarding - Day Co-ed. Enthusiastic, qualified teacher required for January, 1987 (or, if necessary, April) to take one of six classes in the thriving pre-preparatory department. Experience would be welcome but not essential. More important is a genuine interest in young children and the ability to offer skilled help in some of the following: Drama, Music, Games, P.E., Dance. Salary Burnham, Dep Superannuation. Non-resident.
Brief letters of application should be sent with a full C.V. and names, addresses and telephone numbers of 2 referees to The Headmaster.

### PRESTON

ST. PIUS X PREPARATORY SCHOOL
Fulwood, Preston
APPOINTMENT OF INFANT TEACHER - SCALE 1
The Governors invite applications from suitably qualified candidates for the above position to be taken up as soon as convenient.
This is an Independant Day School of approximately 102 pupils for boys and girls from 4 to 11 years, and there is also a nursery class of around 20 pupils.
Please apply in writing, including the names and addresses of two referees to, The Secretary, C.P.S. (Preston) Limited, 6 Starkie Street, Preston PR1 3LU.
Closing date for applications is 21st October, 1986. (33326) 205624

### SURREY

SURBITON HIGH SCHOOL (The Surbiton High School Company Ltd.)
Surbiton Crescent, Kingston Upon Thames
Required for January 1987 JUNIOR FORM MISTRESS for top juniors to teach general subjects.
Apply to the Headmistress, enclosing curriculum vitae and the names and addresses of two referees. (33290) 203624

### SURREY

HOMEFIELD SCHOOL (I.A.P.S.)
Sutton, Surrey
Experienced qualified teacher required from January 1987 for a class of 6-7 year old boys. Piano player preferred. Burnham Scale 1, middle band London Weighting. Government Superannuation.
Apply in writing with full c.v. and names, addresses and telephone numbers of two referees to the Headmaster, Homefield School, Western Road, Sutton SM1 3TE. (33532) 205624

### SURREY

Required for January 1987 experienced infant teacher. Burnham Scale 1.
Apply in writing, enclosing curriculum vitae and the names of two referees to the Headteacher, Virginia Water Preparatory School, Gorse Hill Rd., Virginia Water, Preparatory School, Gorse Hill Rd., Virginia Water, Surrey GU25 4AV. (33737) 205624

## Colleges of Further Education

### Heads of Department

### SOUTH TYNESIDE

BOROUGH OF SOUTH TYNESIDE
EDUCATION DEPARTMENT
SOUTH TYNESIDE COLLEGE
HEAD OF DEPARTMENT OF NAUTICAL SCIENCE
(Burnham Grade 6)
Applications are invited for the above-mentioned post. Duties to commence 1st September, 1987.
Applicants should have an extensive experience of nautical education together with a first hand knowledge of the shipping industry. The successful applicant will be expected to be well qualified academically, to have considerable managerial ability together with the enthusiasm required to lead a large and progressive department.
Application forms may be obtained by sending a stamped addressed envelope to the Principal, South Tyneside College, St. Georges Avenue, South Shields, Tyne and Wear NE34 6BU, to whom completed forms should be returned to as soon as possible. (33740) 220018

### BASINGSTOKE

BASINGSTOKE TECHNICAL COLLEGE
Business & Management Studies Section
Require a Lecturer Grade I from January 1987 to teach Organisation in its Environmental modules at BTEC National and Business Environment at Higher National levels. The successful applicant should also be able to teach GCE 'O' level Economics, the ability to teach Business Statistics would be an advantage.
Preference will be given to applicants with appropriate qualifications, together with relevant business experience.
Salary scale: Lecturer Grade I £8,843 - £11,865.
Application forms and further information may be obtained from The Registrar, Basingstoke Technical College, Worting Road, Basingstoke RG21 1TJ. Tel: 0256 464616.

### AVON COUNTY

EDUCATION SERVICE
BRUNEL TECHNICAL COLLEGE
DEPARTMENT OF CONSTRUCTION & LAND ADMINISTRATION
Applications inviting for the following post, duties to commence as soon as possible:-
SENIOR LECTURER IN CONSTRUCTION AND ENVIRONMENTAL SCIENCE
To take responsibility for the Science content of BTEC National Certificates and Diploma programmes, laboratories and the ordering of equipment and materials under the direct control of the Head of School of Construction Studies.
This is an important senior appointment and in addition to suitable professional and academic qualifications, the candidate will be expected to have a proven record of administrative ability. Previous teaching at an appropriate level is essential.
The ability to offer other subjects would be an advantage.
Further details and application forms (to be returned by 31st October, 1986) from Personnel Office, Brunel Technical College, Ashley Down, Bristol BS7 9BU, quoting reference 86/37.
Avon C.C. is an equal opportunities employer. (33548) 220026

### BERKSHIRE

BRACKNELL COLLEGE
DEPARTMENT OF BUSINESS, CATERING AND GENERAL STUDIES
Applications are invited from graduates or professionally qualified persons.
Required 1 January 1987.
SENIOR LECTURER in BUSINESS STUDIES.
Required 1 September 1987.
LECTURER I in BOOKKEEPING/ACCOUNTS.
Salary in accordance with Burnham Further Education Scale plus London Fringe Allowance.
Assistance with housing and removal expenses may be given.
Further particulars and application forms, which should be returned within 10 days of the appearance of this advertisement, from the Principal, Bracknell College, Church Road, Bracknell, Berks., RG12 1DJ. Tel: 0344 420411.
An equal opportunity employer. (33280) 220026

### BUCKINGHAMSHIRE

COUNTY COUNCIL
MILTON KEYNES COLLEGE
DEPARTMENT OF BUSINESS AND MANAGEMENT STUDIES
Lecturer Grade I in Business Studies (Permanent Post)
Lecturer Grade I in Computer Studies
DEPARTMENT OF ENGINEERING
Lecturer Grade I in Electronics/Engineering/Electronics (One Year temporary appointment).
You will be required to teach Electrical principles and Electronics to BTEC level.
DEPARTMENT OF GENERAL EDUCATION AND SCIENCE
Lecturer Grade I in Science
Ability to offer physics, physics, drawing, art and design and textiles would be advantageous.
Lecturer Grade I in Social Science
You should be able to offer 'A' level Sociology and Economics to.
Candidates for the posts will be expected to be appropriately qualified and experienced.
Application forms for further information is available on receipt of a large stamped addressed envelope from The Principal, Milton Keynes College, Chaffron Way, Leadenhall West MK6 5LP. Completed application forms should be returned within four working days of the appearance of this advertisement. (33343) 220024

### DURHAM

COUNTY COUNCIL
DARLINGTON COLLEGE OF TECHNOLOGY
Principal: R. Exelby, M.A., C.Phys., M.Inst.P., F.R.S.A.
REQUIRED FOR 1ST JANUARY, 1987
Department of Construction and Design
LECTURER GRADE I IN DESIGN
Applicants should be qualified to teach Graphic Design and Photography up to HND National Diploma in Design level and able to assume responsibility for organising and supervising the first year of the BTEC Course.
Applicants should have some industrial and teaching experience.
SALARY SCALE: £6,843 - £13,656.
Application form and further details are available on receipt of a stamped addressed foolscap envelope. (33663) 220024

### EAST SUSSEX

LEWES TECHNICAL COLLEGE
Lecturer I in Languages required in January 1987 to teach French, German and E.F.L.
Application forms and further particulars of the post available from the Principal, Lewes Technical College, Mountfield Road, Lewes, E. Sussex. Tel: (0273) 476121. (33680) 220024

## Other Appointments

### HAMPSHIRE

**Communication & Media Studies Department**
**Education and Educational Technology Unit**
**Lecturer II in Educational Technology**
**Salary £8595-£13656**

Required to teach Learning Theory and Curriculum Development to advanced FE courses. Applicants should be able to contribute to two of the following specialist fields:
14-19 Curriculum
Open Learning
Computers in Education
An advanced qualification in Educational Studies is desirable.

**Business & Management Studies Department**
**Lecturer II in Secretarial Studies**
**Salary £8595-£13656**

Required from 1st January 1987 to develop, organise and co-ordinate work in Office Practice and Secretarial Duties together with work placement of full-time students.
Further particulars and application forms from College Office on Extension 225 to whom completed application forms should be returned by 20th October 1986. The County Council pursues a policy of equality of opportunity.

Cosham, Portsmouth PO6 2SA
Telephone (0705) 383131 (02773)



## BLACKBURN COLLEGE
*An Institution of Tertiary and Higher Education*

Feilden Street, Blackburn, BB2 1LH

SCHOOL OF MANAGEMENT AND PROFESSIONAL STUDIES

**PRINCIPAL LECTURER – BUSINESS STUDIES (Ref. M6)**
Salary: £14,784 – £16,458 (BAR) – £18,588 per annum

Required to teach on BTEC, HNC/HND Business Studies and Professional Courses. The successful candidate will also take responsibility for Higher BTEC work throughout the School.

SCHOOL OF BUILDING AND CIVIL ENGINEERING

**LECTURER I – MULTI SKILLS/BUILDING CRAFTS (Ref. BC)**
Salary: £6,843 – £11,865 per annum

Required to teach practical subjects on Vocational Preparation Courses and to ESN and disabled students in the multi skills section of the School. There will also be opportunities to teach ancillary subjects on building craft and advanced certificate courses.

Candidates for BOTH the above posts should have an appropriate degree or professional qualification and relevant industrial/teaching experience. A Teaching Qualification would be an advantage.

Application forms and further details can be obtained from the Vice-Principal (Resources) at the College on receipt of a Foolscap SAE.

Closing date for BOTH posts: Thursday 23rd October 1986.

*Lancashire County Council is an equal opportunities employer.* (02731)

## BARNFIELD COLLEGE
SCHOOL OF HUMANITIES AND BUSINESS STUDIES

**LECTURER GRADE II in ECONOMICS and BANKING**
**£8,595 - £13,656 pa**

Applications are invited from suitably qualified persons for the above post which is available from 1st January 1987.

Applicants should possess appropriate qualifications at degree/professional level and be able and willing to teach on BTEC National, GCE and Professional courses.

Application forms and further details are available from:

The Chief Administrative Officer, Barnfield College, New Bedford Road, Luton, (Tel: 0582 507631)

The closing date for applications is 31st October 1986

(02772)

Barnfield College

## Redbridge Technical College
Little Heath, Romford, Essex, RM6 4XT
Required 1st January 1987:

# LECTURERS II
★ Computing/Business Applications
★ Accounts/BTEC Studies
★ Electronics/Computing

Applications by letter/CV to be returned IMMEDIATELY to the Principal at the above address. (02789)

# COLLEGES OF FURTHER EDUCATION
continued

Education
## Project Leader
**£8,595-£13,656 p.a.**

Required at the Adult Basic Education Centre, Berridge Centre of Clarendon College, as soon as possible to lead a two year special development project sponsored by the Adult Literacy and Basic Skills Unit (ALBSU). The successful applicant will develop reading materials (fiction and non fiction) of interest to beginner adult readers and will have responsibility for forming, chairing and monitoring a series of writing teams drawn from practitioners, volunteers and students throughout the County. Substantial experience in the field of Adult Basic Education is desirable. This is a temporary appointment although temporary release from an existing Nottinghamshire permanent appointment will be considered in appropriate cases. Entry point on the scale according to qualifications and experience. Previous applicants will automatically be reconsidered and need not re-apply.

Application forms and further details are available from and returnable to the Director of Education, Further Education Group at County Hall. Tel. Nottm. (0602) 823823 Ext. 3312 or 3422. Closing date: 24 October. Please quote ref. F12.

*An Equal Opportunity Employer.*

Nottinghamshire County Council
County Hall · West Bridgford
Nottingham NG2 7QP

## SURREY EDUCATION COMMITTEE
BROOKLANDS TECHNICAL COLLEGE
HEATH ROAD WEYBRIDGE SURREY
DEPARTMENT OF PRODUCTION AND MECHANICAL ENGINEERING

# LECTURER II –
## MECHANICAL ENGINEERING

to act as Course Tutor for EITB integrated courses and teach mechanical engineering subjects. Extended year working required. Must possess appropriate engineering qualifications and preferably be teacher trained.

Salary Scale:
Lecturer II – £8,595 – £13,656 per annum
plus £282 per annum London Fringe Area Allowance

Commencing salary dependent upon qualifications and experience.

Generous relocation expenses in approved cases.

Further details and application form from the Principal to be returned by Monday 20 October 1986. (04796)

East Sussex County Council
HASTINGS COLLEGE OF ARTS & TECHNOLOGY
Department of Hotel, Catering & Beauty Studies

Time to return to College?
# LECTURER I
Front Office Operations

Applications are invited for the above post to teach to City & Guilds 705 and 706 students. The ability to offer Sales & Marketing for the BTEC Diploma Course is also desirable.

Candidates must have up to date knowledge of Front Office Systems coupled with practical experience. It is essential that candidates are fully conversant with the complete spectrum of Reception Practices.

The individual appointed will need good contacts with industry in order to arrange Student Placements which are an integral part of the Course. The appointment also involves the responsibilities of Course Director for the Hotel Reception and Housekeeping Certificate.

The person appointed will be prepared to work the extended College year.

Salary – Lecturer I (Burnham) £8,843 – £11,865 p.a.

Application form and further details obtainable from the Staffing Officer, Hastings College of Arts & Technology, Archery Road, St. Leonards-on-Sea, TN38 0HX. Tel. Hastings (0424) 423847. Completed forms to be returned by FIRST POST FRIDAY, OCTOBER 24.

*East Sussex is committed to equal opportunities.* (02793)

## Surrey County Council
## East Surrey College
Principal D. B. Clarke, MA, BA, Dip Ed.

### DEPARTMENT OF BUSINESS & COMPUTING STUDIES

## DEPUTY HEAD OF DEPARTMENT/SENIOR LECTURER

This vacancy arises from the promotion of the previous post-holder to a Head of Department. It is a key post providing an excellent opportunity to play a major part in the organisation and development of a progressive and expanding department.

The person appointed will assist the Head of Department in the management and co-ordination of the work of the department. Responsibilities will also include marketing and publicity.

There is flexibility in the teaching duties which may be in any area of business or business computing, although the ability to offer Finance/Accounting would be helpful.

## LECTURER GRADE I

To teach on BTEC and secretarial courses: Subjects to include Organisation in its Environment, Finance and Accounting (the latter to include computer applications).

## LECTURER GRADE I

(One year, fixed term, renewable.)

To teach secretarial skills on Secretarial and BTEC courses. Ability to offer information processing an advantage.

### DEPARTMENT OF HOTEL & CATERING, HAIRDRESSING & TOURISM

## LECTURER GRADE I

(One year, fixed term, renewable.)

To teach Accommodation Services on City & Guilds 708, BTEC Diploma and other relevant courses.

### DEPARTMENT OF BUILDING

## LECTURER GRADE II

To take responsibility for and to teach Building Science and Materials to STONE Building Studies, CG Craft and related courses. Suitably qualified and experienced candidates should be prepared to develop the teaching of the subject within the College.

## LECTURER GRADE I

To teach Building Construction and allied subjects to BTEC and Craft students. Candidates able to offer the ability to teach Brickwork or Electrical Installation theory and practical would be preferred.

### REIGATE SCHOOL OF ART AND DESIGN

## LECTURER GRADE I

To teach on the newly created Design Diploma, specialising in Lettering, Calligraphy and Signwork. Candidates should be experienced in current design applications of letterforms ranging from creative lettering and calligraphy for reproduction to signwork, including painted and screened work and acrylic and neon applications.

### DEPARTMENT OF SOCIAL AND COMMUNITY STUDIES

## LECTURER GRADE I

(One year, fixed term, renewable.)

To contribute to the teaching of Health Studies and Child Care on range of courses, including NNEB Nursery and YTS Community Care. Applicants should preferably be qualified teachers with nursing experience and hold a qualification as a Health Visitor.

**EITHER**

## LECTURER GRADE I

(One year, fixed term, renewable.)

To teach English and Communications on a range of courses across the college, including craft level, caring courses and GCE 'O' Level (Mode 3) and 'A' Level. The ability to contribute to the teaching of Media Studies and/or Drama would be an advantage.

**OR**

## LECTURER GRADE II

To develop and coordinate the provision of English and Communications teaching and resources, both within the department, (including a large entry at 'O' Level (Mode 3) and AEB 'A' Level Syllabus 680), and as a service to other departments. This post will require highly developed organisational skills as well as energy and patience from the successful applicant.

Salaries (incl. allowances):—
SL £12897 - £15102 - £18155
LII £ 8877 - £13938
LI £ 7125 - £12147 - £13938

It is required to fill all posts above by 1 January 1987 or as soon as possible thereafter.

Closing date: 14 days after the publication of this advertisement.

Application forms and further details from the Staff Officer, East Surrey College, Gatton Point, Redhill, Surrey RH2 2JX Tel. Redhill 72611. (047422)

## GREAT YARMOUTH COLLEGE OF ART AND DESIGN

### LECTURER GRADE II, COURSE LEADER

For BTEC National Diploma course in Design (SURFACE PATTERN) required for January 1987 or as soon as possible.

### LECTURER GRADE II IN COMPUTER AIDED DESIGN

Immediate full-time temporary post until 31st March 1987, required to work and develop Nimbus network and Cubicomp system. Recent Graduates considered.

Lecturer Grade II salary scale £8,598 – £13,656 p.a.

### TECHNICIAN

Required as soon as possible to work primarily in photography/screen processing on BTEC National Diploma courses.

National Joint Council AFT & C Conditions of Service apply. Salary for Technical Officers scale 3 £6,606 – £6,780 p.a.

Further details and application forms obtainable from the College, Trafalgar Road, Great Yarmouth NR30 2LB on receipt of a 22p stamp. Completed forms to be returned by 22nd October 1986.

## Norfolk County Council

## TRESHAM COLLEGE

The following positions are vacant from January 1987 at this College in the expanding department of Business & Management Studies with modern facilities including a new Management Centre.

### Lecturer Grade I in Law

*Applications are invited from suitably qualified persons who can contribute to G.C.E. 'O' and 'A' level programmes and BTEC National Business Studies and other courses.*

### Lecturer I in Economics

*Applications are invited from suitably qualified people who are able to teach Economics and can contribute to G.C.E. 'O' and 'A' level programmes, plus BTEC National Business Studies and other courses.*

There is also the possibility of a temporary post from January 1st – August 31st, 1987. Candidates should indicate whether they are interested in one or other, or both, positions.

Salary: £6,943-£11,865. F.E. Conditions of Service will apply.

The County Council welcomes applications regardless of racial or ethnic origin, sex, marital status or disability.

**Details of the above posts can be obtained on receipt of a large S.A.E. from: Principal's Secretary, Tresham College, St. Mary's Road, KETTERING, Northants, NN15 7BS. Tel. 0536 83353 Ext. 205.**

**CLOSING DATE 27TH OCTOBER.**

(02720)

## Lothian Region Colleges of Further Education

### STEVENSON

**SENIOR LECTURER 1: COMPUTER STUDIES**

Candidates should hold a degree in a Computer related discipline, have substantial experience of industrial liaison and placement, and hold a recognised teaching qualification.

**LECTURER 'B': COMPUTER STUDIES**

Candidates should be suitably qualified and have obtained practical computer experience in a non-academic environment. The candidate should be prepared to teach a wide range of computer related topics advanced as well as non-advanced level.

**LECTURER 'B': DRAMA AND COMMUNICATION**

This post requires someone with experience in drama. The Lecturer will be expected to develop and teach drama and make a contribution towards the communication skills of the department.

**LECTURER 'B': DEVELOPMENT SKILLS**

This post requires someone with experience of organising and delivering short courses in personal development. Familiarity with organising and delivering MSC sponsored courses for Unemployed adults would be particularly appropriate as would experience of discussing training needs with private companies.

Application forms and further particulars of the above posts may be obtained from:–
The Principal (Recruitment), Stevenson College of Further Education
Bankhead Avenue, EDINBURGH EH11 4DE
Telephone: 031 453 6056

### WEST LOTHIAN

**SENIOR LECTURER II IN HEALTH AND COMMUNITY STUDIES**

Required to lead a Section providing full-time and part-time programmes of study in Child Care/Nursery Nursing, Health Care and Community Care. Expertise with all increasingly short course provision.

Applicants, who should have appropriate teaching qualifications and experience within an educational, social and community context, will be expected to lead developments in this field.

Application forms and further details from:–
The Principal Teacher, Lothian College of Further Education
Muirhouse Street BATHGATE
Telephone: (0506) 634300

Searches for the above posts:–
Senior Lecturer III £21,414 – £24,483
Senior Lecturer II £18,549 – £19,908
Lecturer (A) £8,598 – £18,549

Lothian Regional Council is an Equal Opportunities Employer and will prevent discrimination particularly on the grounds of sex, marital status, disability, race, colour, religion, sexual orientation, nationality or ethnic origin.

### COLLEGES OF FURTHER EDUCATION

continued

**HAMPSHIRE**
COUNTY COUNCIL
SOUTHAMPTON TECHNICAL COLLEGE
DEPARTMENT OF BUSINESS AND SECRETARIAL STUDIES
Lecturer Grade I in Business Studies - temporary appointment to commence as soon as possible and end on 3rd July, 1987.
Salary Scale £6,843 - £11,865.
Further details and application form available from the Principal Southampton Technical College, St. Mary's Street, Southampton SO9 4WX. (Enclose large s.a.e.). To whom completed application forms should be returned by 23rd October, 1986.
(33856) 220026

**HERTFORDSHIRE**
COUNTY COUNCIL
EQUAL OPPORTUNITIES EMPLOYER
ST ALBANS COLLEGE
DEPARTMENT OF BUSINESS STUDIES
RE-ADVERTISEMENT
LECTURER I required as soon as possible on a temporary contract until July/August 1987 in the first instance. The successful applicant will join a small team of staff responsible for the operation of the department's VTs courses. The ability to teach Retail/Distribution and Numerary is essential. Recent commercial and teaching experience is desirable.
Salary scale: £6,843 - £11,865/£13,656 plus £282 London Fringe Allowance.
Application form and further details from the Principal, St Albans College, 29 Hatfield Road, St Albans, Herts. AL1 3RJ (Tel: St Albans 60423). Previous applicants will be considered and need not reapply.
Closing date for applications: 23 October 1986.
(33666) 220026

**HERTFORDSHIRE**
COUNTY COUNCIL
EQUAL OPPORTUNITIES EMPLOYER
ST ALBANS COLLEGE
DEPARTMENT OF GENERAL STUDIES
LECTURER II in MATHEMATICS required from 1 January 1987. The person appointed will have overall responsibility for Mathematics in the Department and will be expected to teach the subject up to GCE 'A' level.
Salary scale: £8,598 - £13,656 plus £282 London Fringe Allowance.
Application form and further details from the Principal, St Albans College, 29 Hatfield Road, St Albans, Herts. AL1 3RJ (Tel: St Albans 60423).
Closing date for applications: 24th October, 1986.
(33663) 220026

**HERTFORDSHIRE**
DE HAVILLAND COLLEGE
The Campus, Walwyn Garden City, Herts.
LECTURER II in REAL-TIME COMPUTING to teach on the BTEC National Certificate in Engineering (Software) and other allied courses at the Borehamwood Centre of the College. A graduate with an engineering background is preferred.
LECTURER II/I in COMPUTER APPLICATIONS (3 posts) based at the Walwyn Garden City Centre of the College. To teach a wide range of vocational and professional courses. Successful applicants will help to maintain and develop courses in business, engineering and science as well as a variety of specialised courses for teaching and local industry. One post will carry the responsibility for co-ordinating the COBOL teaching provision.
Salary: Lecturer II £8,598 - £13,656 per annum plus £282 "fringe" allowance.
Lecturer I £6,843 - £11,865 per annum plus £282 "fringe" allowance.
Assistance with removal and lodgings is available.
Forms and further details from: The Principal, De Havilland College, The Campus, Walwyn, Garden City, Herts AL8 6AB. Tel: Welwyn Garden City 328321 to be returned within two weeks of the advertisement.
(33658) 220026

**HUMBERSIDE**
COUNTY COUNCIL
HULL COLLEGE OF FURTHER EDUCATION
FACULTY OF GENERAL AND ALTERNATIVE EDUCATION
DIVISION OF COMPUTING
LECTURER GRADE II COMPUTER STUDIES
Applications are invited for the post named above from persons who could make a significant contribution to the teaching of computing on a wide range of courses, including Units and Modules on BTEC National Level Programmes across the College, BTEC National Awards in Computer Studies, GCLI 746/47, GCE 'O' and 'A' Level and introductory level courses.
Recent experience in the applications of mini and/or micro computer systems in Commerce and Industry would be an advantage.
The post is available immediately. More than one post may be available.
Salary: Lecturer Grade I £6,843 - £11,865 per annum rising to £13,656.
Starting salary depends upon age, qualifications and experience.
Application forms and further particulars may be obtained from the Administrative Officer (Personnel), Hull College of Further Education, Queen's Gardens, Hull, North Humberside HU1 3DG. Tel: (0482) 29943. Ext. 236.
The closing date is 24th October 1986. (33408) 220026

**HUMBERSIDE**
COUNTY COUNCIL
BEVERLEY COLLEGE OF FURTHER EDUCATION
Gallows Lane, Beverley, North Humberside HU17 7DT
Tel: 0482 868262
LECTURER I IN BUSINESS STUDIES
Required as soon as possible for teaching BTEC First and National level courses, and YTS programmes. Appropriate qualifications and experience in Economics, Business Studies or Accounting/Finance. An interest in tourism/recreation would be an advantage.
Salary scale: £6,843 - £11,865.
Further details and application form available from the Principal.
Closing date for applications: Friday, 24 October 1986. (33402) 220026

**HUMBERSIDE**
COUNTY COUNCIL
BEVERLEY COLLEGE OF FURTHER EDUCATION
Gallows Lane, Beverley, North Humberside HU17 7DT
Tel: 0482 868262
LECTURER I IN CATERING STUDIES
Required for a one year temporary appointment from 1 January 1987 to join a team teaching BTEC Hotel and Catering Operations, Food and Drink 706 I and II and 707 I and II. Degree, HND or equivalent preferred.
Salary scale: £6,843 - £11,865.
Further details and application form available from the Principal.
Closing date for applications: Friday, 24 October 1986. (33401) 220026

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
SOUTH KENT COLLEGE OF TECHNOLOGY
Department of Construction
LECTURER GRADE I IN BRICKWORK
Required as soon as possible to teach Brickwork and associated subjects to school-links, CPVE, Craft and Advanced Students and Job Training Scheme adult students.
For application form and further details apply to: The Principal, South Kent College of Technology, Shorncliffe Road, Folkestone, Kent. Tel: (0303) 56641.
Closing date for applications: Friday 24th October 1986. (33475) 220026

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
SOUTH KENT COLLEGE OF TECHNOLOGY
DEPARTMENT OF HEALTH, FOOD & FASHION
LECTURER GRADE I IN RESTAURANT SKILLS
Required as soon as possible, Lecturer Grade I in Restaurant Skills and associated theory subjects. Professional experience essential.
Application forms and further details available from: The Principal, South Kent College of Technology, Shorncliffe Road, Folkestone, Kent CT20 2NA Tel: (0303) 56641.
Closing date for applications: Monday 20th October 1986. (33475) 220026.

**KENT**
COUNTY COUNCIL
EDUCATION DEPARTMENT
SOUTH KENT COLLEGE OF TECHNOLOGY
DEPARTMENT OF FURTHER EDUCATION
Brook Street, Tonbridge, Kent
DEPARTMENT OF OFFICE STUDIES
LECTURER II IN SECRETARIAL STUDIES required for 1st January 1987 to teach secretarial skills and office administration across a wide range of general and specialist skills courses. Business experience desirable, teaching experience essential.
SALARY: LECTURER GRADE I £6,324 - £11,241
For application forms and further details please apply: Chief Administrative Officer, West Kent College of Further Education, Brook Street, Tonbridge. CLOSING DATE FOR APPLICATIONS 21 weeks after appearance of advertisement.
(33476) 220026

**LANCASHIRE**
COUNTY COUNCIL
An Equal Opportunities employer
LANCASTER COLLEGE OF ADULT EDUCATION
St. Leonard's House, St. Leonardsgate, Lancaster
Required 1st January, 1987 or as soon as possible.
LECTURER II - experience of teaching adults with disabilities. To work as part of a team developing appropriate care in the community educational programmes.
Forms/further details from/to the Vice Principal at the College.
Closing date: 23rd October, 1986. (33670) 220026

**LINCOLNSHIRE**
GRANTHAM COLLEGE OF FURTHER EDUCATION
Stonebridge Road, Grantham, Lincs.
Tel: 0476 63141
DEPARTMENT OF GENERAL EDUCATION
SENIOR LECTURER
Required from 1st January, 1987.
The post will involve the administration of Pre-Vocational and Vocational courses in Hairdressing, Catering, Social Care, Nursing and Art & Design.
The teaching subject of candidates is not as important as the ability to be successful in leading the staff team in this important section of the Department.
Further particulars and application forms are available from the Principal and should be returned within 14 days of the appearance of this advertisement. (33510) 220026

**RICHMOND UPON THAMES COLLEGE**

## Lecturer II
### ELECTRICAL/ELECTRONIC ENGINEERING

**Salary:**
**£8595 - £13656 plus £726 Outer London Allowance**

Required from 1st January 1987 or as soon as possible thereafter to teach Electrical and Electronic Engineering on a range of courses including C.G.L.I., BTEC and HBTEC.

Candidates should be well qualified and have appropriate industrial experience. The successful applicant will be required to make a significant contribution to the development of Electrical and Electronic courses and work with their administration.

Applicants must be prepared to act as a collegium tutor. Previous teaching experience would be an advantage but not essential.

**Forms and further details (Foolscap s.a.e.) from Administrative Assistant (Personnel) Richmond upon Thames College, Egerton Road, Twickenham, TW2 7SJ returnable by 31.10.86.**

(02786)

## LONDON BOROUGH OF RICHMOND UPON THAMES

*(An equal opportunity employer)*

## Guildford College of Technology

### Senior Lecturer in Computer Studies

An energetic and resourceful computer professional is required as soon as possible to join the Computer Section of the Department of Business Studies.

The person appointed will design, market and deliver new short courses for Industry and Commerce and maintain existing contacts and courses.

An ability to design training packages to meet the needs of local industry is an essential requirement. Some teaching may be involved on National Diploma, Adult Training, 'A' Level and related Courses.

Applicants should have a good background in commercial data processing.

SALARY: £12,615 - £14,820
Plus £282 fringe area allowance

Generous relocation expenses in accordance with Surrey County Council scheme.

For application form and further details please contact: The Staffing Officer, Guildford College of Technology, Stoke Park, Guildford, Surrey GU1 1EZ.

CLOSING DATE: 24 OCTOBER 1986.

(02784)

GCT



### COLLEGES OF FURTHER EDUCATION

continued

**OLDHAM**
OLDHAM COLLEGE OF TECHNOLOGY
Rochdale Road, Oldham OL9 6AA
Tel: 061-624 5214
Required from 1st January 1987.
LECTURER GRADE I FOR MATHEMATICS TO GCE A LEVEL
Application forms and further details from The Staffing Office Unit (Ext. 1351).
Application forms to be returned by 20/10/86. (33748) 220026

**OXFORD**
THE OXFORD AND COUNTY SECRETARIAL COLLEGE LTD.
(A private College, training over 300 residential students)
LECTURER I IN SECRETARIAL SUBJECTS
Duties would commence in January 1987, and would include the teaching of Pitman 2000 Shorthand and Secretarial Duties.
Application forms may be obtained from Director of Studies, The Oxford and County Secretarial College Ltd., 34 St. Giles, Oxford OX1 3LH. Tel: (0865) 511404. (33735) 220026

## Surrey County Council
## East Surrey College

Principal D. B. Clarke, MA, BA, Dip Ed.

## Department of Social And Community Studies
## LI in Media Studies

To contribute to the teaching of Media Studies, initially including A level Communication Studies, 'O'/'A' and 'A' level Film Studies, 'O'/'A' level Modern Communications in T.V., and eventually G.C.S.E. Media Studies, BTEC, First and National courses and in-service courses for teachers.

The teaching will involve both theory and practice, so some practical experience of working in T.V. and/or Radio production would be a distinct advantage. Appointment on 1st January 1987 or as soon as possible thereafter.

Salary (incl allowances): — £7125 - £12147 - £13938.

Application forms and further details from the Staffing Officer, East Surrey College, Gatton Point, Redhill, Surrey RH2 0JX. Tel: 72611.

(02780)

**HUMBERSIDE COUNTY COUNCIL**
THE EAST YORKSHIRE COLLEGE OF FURTHER EDUCATION

## LECTURERS

Applications are invited for the following permanent appointments to take up as soon as possible:

1 BL to be responsible for Curriculum Integration with specific reference to provision of services to schools.
Ability to contribute to the teaching of Communication Studies would be an advantage.
2 LII to co-ordinate services for those with Special Educational Needs. The teaching commitment will be in the Caring and/or Special Needs areas.
3 LI to teach on Caring Courses.
4 LII to take responsibility for Hairdressing Courses.

Further details from:
The Principal
The East Yorkshire College of Further Education
St Mary's Walk, Bridlington
North Humberside YO16 5JW
Telephone: (0262) 672676
The closing date is 24th October 1986.
Humberside County Council is an Equal Opportunity Employer

(02786)

## HUMBERSIDE COUNTY COUNCIL

## SURREY COUNTY COUNCIL

**SURREY EDUCATION COMMITTEE**
**BROOKLANDS TECHNICAL COLLEGE**
**HEATH ROAD WEYBRIDGE SURREY**

### Department of Technology

**Lecturer I – Mathematics**
to teach GCE 'O' and 'A' level and similar standard BTEC units. Graduate preferred, with teaching experience.

**Lecturer I/II – Computing**
to teach BTEC, C&G and similar courses. Appropriate qualifications and experience required.

Salary Scale – Lecturer I £6,843 – £11,865 per annum.
Lecturer II £8,595 – £13,656 per annum
Plus £282 per annum London Fringe Area Allowance.

Commencing salary dependent upon qualifications and experience.
Generous relocation expenses.
Further details and application forms from the Principal to be returned by MONDAY 20 OCTOBER 1986.

(02790)

**OXFORDSHIRE**
COUNTY COUNCIL
SOUTH OXFORDSHIRE TECHNICAL COLLEGE
Deanfield Avenue, Henley-on-Thames RG9 1UH
LECTURER IN INFORMATION TECHNOLOGY
This post will be responsible for the management of the College's Computer Centre and the delivery of a range of I.T. courses. The post includes a weekly teaching commitment of up to 18 hours. Applicants will be expected to have experience and integration of I.T. across a range of disciplines. Familiarity with R.M.-Nimbus system an advantage. The post will be temporary for the period January to August 1987 either on a full time or shared part time basis.
Salary: Lecturer 2 £8,595 - £13,656 (pro-rata for part time).
Please apply by letter giving details of experience and qualifications, plus the names of two referees) to the Principal, by WEDNESDAY 29 OCTOBER 1986. SAE please.
An Equal Opportunity Employer. (33468) 220026

**PLYMOUTH**
COLLEGE OF FURTHER EDUCATION
Plymouth
Applicants are invited for the following posts to teach students on BTEC, City & Guilds and other courses.
LECTURER I IN ELECTRONICS
Candidates must have a minimum of a Higher National Certificate or equivalent qualification and recent industrial experience. An ability to offer specialist teaching in the application of new technology as applied to Television Receivers, Video Recorders and other modern electronic equipment will be an advantage.
LECTURER I IN ELECTRICAL INSTALLATION
(Temporary until 31st August 1986)
Candidates should be suitably skilled and qualified to teach the relevant craft skills.
Salary up to £11,865 for the temporary post and to £13,656 for the permanent post with the starting point dependent upon qualifications and experience.
Further particulars and application form (SAE please) can be obtained stating which post from: The Registrar, TS E1/2, College of Further Education, Kings Road, Devonport, Plymouth PL1 5QL.
Closing date for applications will be 24th October 1986. (33776) 220026

**RICHMOND UPON THAMES**
LONDON BOROUGH OF RICHMOND UPON THAMES
Lecturer II - Communication and General Studies. Please see Tertiary Section.
(33684) 220026

**RICHMOND UPON THAMES**
LONDON BOROUGH OF RICHMOND UPON THAMES
COLLEGE COUNSELLOR (JOB SHARE)
Please see Tertiary Section.
(33297) 220026

**SHROPSHIRE**
BRIDGNORTH & SOUTH SHROPSHIRE COLLEGE
Stourbridge Road, Bridgnorth, Shropshire
Required for January 1987 - Lecturer 1 - Office Studies Division.
Applicants should be able to teach Information Processing together with a range of secretarial subjects on a variety of courses. Experience of TVBI/CPVE would be an advantage.
Application forms and details are available from the Principal (S.A.E.).
Closing date: 30th October, 1986. (33746) 220026

**SUFFOLK**
THE SUFFOLK COLLEGE OF HIGHER AND FURTHER EDUCATION
DEPARTMENT OF ENGINEERING
LECTURER GRADE 2 in ELECTRICAL ENGINEERING (Post No. 4.46)
to teach up to advanced level in electrical installation work, including regulations and design, and electrical and electronic craft studies. Applicants should have appropriate qualifications and experience.
DEPARTMENT OF SCIENCE AND TECHNOLOGY
LECTURER GRADE 2 in ELECTRICAL ENGINEERING (Post No. 4.28)
Recent experience in electronics, micro-processors, or telecommunications desired.
LECTURER GRADE 2 in MECHANICAL ENGINEERING (Post No. 4.35)
to provide a specialist input in the mechanical engineering sciences and such fields as control systems and stress analysis.
Salary Scale: Lecturer 1 Grade 2 £8,595 to £13,656.
Further details and application forms can be obtained from the Principal, Suffolk College, Rope Walk, Ipswich IP4 1LR, to whom completed forms should be returned within fourteen days of this advertisement. Please send large sae and quote post number.
Suffolk County Council.
(33183) 220026

**SURREY**
EDUCATION COMMITTEE
NORTHEAST SURREY COLLEGE OF TECHNOLOGY
Reigate Road, Ewell, Epsom, Surrey KT17 3DS
Applications are invited for the following posts, to be filled as soon as possible:
DEPARTMENT OF BUSINESS STUDIES
LECTURER I IN BUSINESS STUDIES
Candidates should have graduate or equivalent qualifications in Business Studies/Economics and be prepared to offer a range of BTEC National Core Units and professional subjects.
Salary Scale: LECTURER 1: £6,843 - £11,865 p.a. Plus £264.00 p.a. London Fringe Allowance. Generous relocation expenses in approved cases.
Further information about the posts and application forms can be obtained from the Vice-Principal, NESCOT, Reigate Road, Ewell, Epsom, Surrey KT17 3DS.
Please send a stamped addressed envelope.
(33342) 220026

**SURREY**
EDUCATION COMMITTEE
NORTH EAST SURREY COLLEGE OF TECHNOLOGY
Reigate Road, Ewell, Epsom, Surrey KT17 3DS
Applications are invited for the following posts, to be filled as soon as possible:
DEPARTMENT OF BUSINESS STUDIES
LECTURER I IN BUSINESS STUDIES
Candidates should have graduate or equivalent qualifications in Business Studies/Economics and be prepared to offer a range of BTEC National Core Units and professional subjects.
Salary Scale: LECTURER 1: £6,843 - £11,865 p.a. Plus £264.00 p.a. London Fringe Allowance. Generous relocation expenses in approved cases.
Further information about the posts and application forms can be obtained from the Vice-Principal, NESCOT, Reigate Road, Ewell, Epsom, Surrey KT17 3DS. Please send a stamped addressed envelope.
(33341) 220026

**WEST SUSSEX**
LECTURER GRADE I (TEMPORARY)
CHICHESTER COLLEGE OF TECHNOLOGY
LECTURER GRADE I (TEMPORARY)
IN BUSINESS AND PROFESSIONAL STUDIES
Required to teach across a range of general business studies subjects to include Organisation in its Environment, Commerce, Administration, Accounts and Bookkeeping to a range of courses including BTEC National, RSA and CGLI. Knowledge of some Management Studies too him.
There are good prospects that this post may become established after twelve months.
The college is one of 29 national centres selected to develop 'I.T.' and this post offers excellent opportunities for business studies skills to be extended in this area.
Application form and further details available from the Principal, Chichester College of Technology, Westgate Fields, Chichester PO19 1SB (s.a.e. please).
Closing date: 17th October, 1986. (33777) 220026

**SUFFOLK**
THE SUFFOLK COLLEGE OF HIGHER AND FURTHER EDUCATION
DEPARTMENT OF ENGINEERING
LECTURER GRADE 2 in ELECTRICAL ENGINEERING (Post No. 4.46)
to teach up to advanced level in electrical installation work, including regulations and design, and electrical and electronic craft studies. Applicants should have appropriate qualifications and experience.
DEPARTMENT OF SCIENCE AND TECHNOLOGY
LECTURER GRADE 2 in ELECTRICAL ENGINEERING (Post No. 4.28)
Recent experience in electronics, micro-processors, or telecommunications desired.
LECTURER GRADE 2 in MECHANICAL ENGINEERING (Post No. 4.35)
to provide a specialist input in the mechanical engineering sciences and such fields as control systems and stress analysis.
Salary Scale: Lecturer 1 Grade 2 £8,595 to £13,656.
Further details and application forms can be obtained from the Principal, Suffolk College, Rope Walk, Ipswich IP4 1LR, to whom completed forms should be returned within fourteen days of this advertisement. Please send large sae and quote post number.
Suffolk County Council.
(33183) 220026

**WILTSHIRE**
SALISBURY COLLEGE OF ART
DEPARTMENT OF FASHION AND TEXTILE STYLING
Full time temporary post in Fashion at LII level.
The successful applicant would be teaching on the BTEC National Diploma in Fashion and Textiles Course (evening design studies) and practical work in the Fashion area.
Applicants should have Industrial experience as Designer/Pattern Cutter and preferably some teaching experience.
Further particulars and application form from the Principal, Salisbury College of Art, Southampton Road, Salisbury SP1 2LW (SAE Please), to whom completed application should be submitted within 14 days of the appearance of this advert.
AN EQUAL OPPORTUNITY EMPLOYER.
(32695) 220026

## Colleges of Higher Education

### Other Appointments

**LANCASTER**
St MARTIN'S COLLEGE OF HIGHER EDUCATION
Lancaster
LECTURER IN MORAL AND SOCIAL PHILOSOPHY
Applications are invited for the post of Lecturer II/Senior Lecturer to teach in the B.A. Honours Degree in Social Ethics from 1 January 1987 or as soon thereafter as possible.
Further particulars and application form may be obtained from The Principal, St. Martin's College, Lancaster LA1 3JD. Completed application forms should be returned by 31 October. (33284) 340026

## Mid-Kent College of Higher and Further Education

DEPARTMENT OF CENTRAL COLLEGE SERVICES

## Marketing and Publicity Officer

The College needs to appoint a senior member of staff to co-ordinate and develop the marketing and public relations for the College. The successful candidate will be in the College Central Services Department which is responsible for the College short courses, open learning and internal academic support services.

The successful candidate will have experience of industrial marketing and/or public relations, and will preferably have experience of higher education.

**Salary £14,784 - £16,458 (bar) — £18,588**

For an application form and further details please contact the Principal, Mid-Kent College of Higher and Further Education, Horsted, Maidstone Road, Chatham, Kent, tel Med 44470 ext 240.

(02784)

## Worthy Down Lectureship

### A Commitment to Worthy Down's success in Management & Accountancy

The Royal Army Pay Corps Training Centre administers a range of professional management and accountancy courses for serving officers, soldiers, civil servants and sponsored overseas personnel. The Centre maintains a high academic standard with a 90% pass rate in ICMA and ICSA examinations. The following post is based at the Centre's Worthy Down site near Winchester in the heart of the Hampshire countryside.

### Burnham Senior Lecturer (Management Studies)

As the senior member of a small team you will teach a range of management subjects including Organisation Theory, Personnel and Corporate Strategy. You must hold a recognised accountancy qualification or a relevant degree and have related teaching experience.

SALARY SCALE £14,760 pa-£17,335 pa (bar) – £18,570pa. This includes a pensionable allowance of 17% of basic salary as compensation for a slightly Longer Working Year. Starting salary will be within the quoted range according to qualifications and experience.

RELOCATION EXPENSES UP TO A MAXIMUM OF £5000 MAY BE AVAILABLE.

For further details and an application form (to be returned by 24 October 1986) write to Civil Service Commission, Alencon Link, Basingstoke, Hants RG21 1JB, or telephone Basingstoke (0256) 468551 (answering service operates outside office hours). Please quote ref: G/6989.

**The Civil Service is an equal opportunity employer**

**Ministry of Defence** MOD

## BUCKINGHAMSHIRE COLLEGE

SCHOOL OF ENGINEERING

**Lecturer**
**Senior Lecturer in Electronics/Computing**

Applications are invited for the above post of Lecturer/Senior Lecturer in Electronics/Computing in the School of Engineering. The post offers the opportunity to contribute to the School's developing and expanding range of work in the new technologies which includes BTEC National and Higher National programmes in Electronics, Information Technology, Business Information Technology and a Post graduate Diploma in Real-time software engineering.

Candidates should possess a good honours degree, preferably with a post graduate qualification and/or relevant work experience. Experience of digital and analogue circuit design work would be advantageous.

Salary Scale:
Lecturer £6,843 – £13,656
Senior Lecturer £12,615 – £15,873

Application forms and further details can be obtained from:–
**Deputy Director,**
**Buckinghamshire College**
**of Higher Education,**
**Queen Alexandra Road,**
**High Wycombe, Bucks HP11 2JZ** (2726)

## Athrofa Gogledd-dd Cymru
## The North E Wales Institute
of higher education

*CARTREFLE, WREXHAM, CLWYD*
SCHOOL OF EDUCATION

**LECTURER II**
**IN MATHEMATICS/**
**MATHEMATICS EDUCATION**
**£8,595 – £13,656 p.a.**

Applications are invited from suitably qualified and experienced persons for the post of Lecturer II in Mathematics/Mathematics Education. The successful applicant will be involved in both the initial training of primary school teachers and in-service courses (at primary and secondary levels). Applicants will ideally have experience of teaching Mathematics at both primary and secondary level – but in any case an active involvement in recent developments in mathematical education is essential, and a higher degree would be an advantage.

**Application forms and further details available from the Registrar, The North East Wales Institute, Cartrefle, Wrexham, Clwyd. Tel: Wrexham 359221 Closing date for receipt of applications 24th October 1986.** (02709)

COLLEGES OF HIGHER EDUCATION
continued

KENT

COUNTY COUNCIL
CANTERBURY CHRIST CHURCH OF HIGHER EDUCATION
LECTURER II/ADVISER IN MULTICULTURAL EDUCATION
This post has been established jointly with the Kent County Council and Christ Church College of Higher Education.
The person appointed will be based at the College and will be concerned with the provision of advisory services and resources to teachers in local authority schools and colleges, and with teaching on undergraduate, initial teacher training and in-service courses offered by the College.
The appointment will take effect from 1 January 1987.
Salary scale: Lecturer II/Senior Lecturer £8,595 - £13,873 p.a.
For further details, write to the Principal's Secretary, Christ Church College, North Holmes Road, Canterbury, enclosing a stamped addressed envelope. Closing date: 30 October 1986. (3298)(340026

LANCASHIRE

ST. MARTIN'S COLLEGE OF HIGHER EDUCATION
Lancaster

LECTURESHIP IN PRIMARY EDUCATION
RE

Applications are invited from suitably qualified graduates for the above post from 1 January 1987 or as soon as possible thereafter. Applicants should have recent, successful experience in Primary schools, and will be required to offer RELIGIOUS EDUCATION as a major curriculum strength and also to contribute to one or more of the following areas: multicultural education, the use of computers in the classroom, management, child development. Good experience within the 4-8 range especially welcome.

The post will be rated at Lecturer II or Senior Lecturer according to qualifications and experience.

Further particulars and application forms may be obtained from The Principal, St. Martin's College, Lancaster LA1 3JD. Completed forms should be returned by 31 October. (3283) 340026

## Polytechnics

### Other Appointments

SUNDERLAND

SUNDERLAND POLYTECHNIC

FACULTY OF EDUCATION

LECTURER II/SENIOR LECTURER IN PRIMARY EDUCATION

Salary: LII £8,595 - £13,615 bar £13,656 SL £12,615 - £14,820 bar £15,873

The appointee will contribute to the B.Ed. (Hons.) degree for Primary teaching and to courses relating to 'Children with Special Needs' with special interest in the areas of child development and childrens learning.

Recent relevant teaching experience at primary level is essential.

Application form and further details from Personnel Officer, Sunderland Polytechnic, Langham Tower, Ryhope Road, Sunderland SR2 7EE (Tel: 0783 76231, Ext. 11) returnable by 24/10/86. (3380) 260026

### Assessment Centres

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

CHERRY LEAS
ASSESSMENT CENTRE
Westcotes Drive, Leicester

NOR: 30

SCALE 2 SCA

Required for January 1987 a teacher to work 50% with Language Class (3-7 years) within a Special Needs Unit and 50% on Language Outreach Scheme in local infant school.

Please contact the Headteacher for further details and application forms (SAE). (3353) 430000

## Athrofa Gogledd-dd Cymru
## The North E Wales Institute
of higher education

CONNAH'S QUAY, DEESIDE, CLWYD
SCHOOL OF ENGINEERING

**SENIOR LECTURER IN COMPUTER AIDED ENGINEERING SYSTEMS**
£12,615 – £14,820 (bar) – £15,873

Candidates should be graduate Engineers with experience in the use of Computers in Planning, Manufacture and Production Control. Current experience of Engineering Design would be advantageous. The person appointed will become part of a team developing an expanding area of activity for which excellent CAE facilities are already in use.
Further details and application form available from the Senior Registrar, The North East Wales Institute, Connah's Quay, Deeside, Clwyd. Tel: Deeside 817531 Extn. 284. Closing date for receipt of applications 24th October 1986.

COLLEGE OF ART, DESIGN AND TECHNOLOGY,

REGENT STREET, WREXHAM, CLWYD

**LECTURER I IN 3D DESIGN**
£6,843 – £11,865

Applications are invited for the post of Lecturer I in 3 Dimensional Design, to teach primarily at B/TEC Diploma level.

**LECTURER I IN GLASS**

Applications are invited for the post of Lecturer I in Architectural Stained Glass to teach at both B/TEC Diploma and Higher Diploma levels.

**LECTURER I IN FASHION/ CLOTHING TECHNOLOGY**

Applications are invited for the post of lecturer I in Fashion and Clothing Technology to teach B/TEC, College Diplomas and City and Guilds students.

Teaching and/or relevant professional and industrial experience would be considered an advantage. All posts to commence as soon as possible.

Further information and application form available from the Deputy Registrar, College of Art, Design & Technology, Regent Street, Wrexham, Clwyd. Tel: Wrexham 365955. Closing date for receipt of all applications: 24th October 1986. (3272)

North Riding College,
Scarborough

**Lecturer II/Senior Lecturer (3 Posts)**
**Curriculum Studies – 1 Post.**
**Education & Professional Studies – 2 Posts**
LII/SL: £8,595-£15,873 depending on experience

The College is concerned principally with Primary Education and seeks to make these appointments from January 87.

**Further particulars and application forms, returnable 21/10/86, from the Principal (Appointments), North Riding College, Filey Road, Scarborough, North Yorkshire YO11 3AZ. Tel: Scarborough (0723) 362392.**

**NORTH YORKSHIRE COUNTY COUNCIL**

**LECTURER II/SL VOCATIONAL TEACHER EDUCATION (NURSING)**

**Salary: LII – £8,595 to £13,656**
**SL – £12,615 to £15,873**

Applications are invited for the above post. The person appointed will contribute to the initial training of intending teachers of nursing, midwifery, physiotherapy and occupational therapy and will have particular responsibility for the training of teachers of nursing.

**Application forms and further particulars are available from the Deputy Registrar, Bolton Institute of Higher Education, Deane Road, Bolton to whom completed forms should be returned by 27 October 1986.** (02708)

BOLTON INSTITUTE OF HIGHER EDUCATION
Deane Road, BOLTON BL3 5AB
Tel: Bolton (0204) 28851

Newcastle upon Tyne Polytechnic

This is an equal opportunities advertisement
Faculty of Business & Management

HYDRO

**Teaching Company Associate**
Ref EXF 27/86 S.E.R.C.

Norsk Hydro Polymers Ltd/Newcastle Polytechnic have immediate vacancies for two high quality graduates to join a dynamic collaborative project team.
The graduates will be based primarily at the Norsk Hydro site at Newton Aycliffe, County Durham where all the facilities necessary for the project will be provided.
Norsk Hydro is a major international company with an annual turnover of £4 billion. Norsk Hydro Polymers Ltd is one of its U.K. subsidiaries, operating in the petrochemicals market, and has an annual turnover of £100 million.
The objective of the project will be to develop and implement an integrated manufacturing planning and control system for Norsk Hydro's PVC compound business. The system will be designed to achieve resource productivity and customer service levels appropriate to the market conditions within which the plant operates.
The successful applicants will have either:
– a background in polymer chemistry and/or manufacturing engineering with interests in Operational Research/Systems methods.
– a business background with interests in the financial and management control of advanced manufacture, and its integration with the market it serves.
The successful applicants will be employed on a two year contract funded by the S.E.R.C. Teaching Company Directorate. Success in the project could lead to long term employment within the Norsk Hydro Group.
The successful applicants will be paid on the Lecturer II salary scale: Burnham FE LII £8,595-£11,571 p.a.
For further details and application forms please call our 24 hour telephone answering service 091 2326126 or write enclosing a foolscap sae to Miss Kate Thorpe, Admin. Asst. (Recruitment), Newcastle upon Tyne Polytechnic, Ellison Building, Ellison Place, Newcastle upon Tyne NE1 8ST to whom completed forms should be returned quoting ref. no. by 24.10.86. (02702)

**LA SAINTE UNION COLLEGE OF HIGHER EDUCATION**

**SENIOR LECTURER**
**SCHOOL OF CHIROPODY**

Applications are invited from persons holding appropriate professional and academic qualifications for appointment as the second member of staff as the new School of Chiropody which is scheduled to accept its first intake of students in September 1987. The person to be appointed will assist the Head of School (in-post) in all aspects of development and teaching at this exciting new School which is a joint venture between La Sainte Union College of Higher Education and Wessex Regional Health Authority. The College wishes to make an appointment to the post with effect from 1st April 1987.

**Further particulars may be obtained from the Principal's Secretary, La Sainte Union College of Higher Education, The Avenue, Southampton SO9 5HB. (Tel: Southampton (0703) 228761).**

Salary scale in accordance with Burnham FE incremental scale £12,615-£15,873.

The closing date for applications is 31st October 1986. (3300)



## RESEARCH POSTS

SEFYDLIAD CENEDLAETHOL ER HYRWYDDO YMCHWIL I ADDYSG YN LLOEGR A CHYMRU

NFER

**Swyddog Ymchwil**

Gwahoddir ceisiadau am ddwy swydd o Swyddog Ymchwil i weithio fel selodau o dim ymchwil yn Adran Gymraeg y SCYA.

Bydd un swyddog yn gweithio ar gynllun **Darparu deunydd ar gyfer dysgwyr sydd mewn ysgolion uwchradd dwyieithog** am gyfnod o ddwy flynedd. (Swydd WM01).

Bydd y swyddog arall yn paratoi **Deunydd i athrawon a hyfforddiant mewn swydd** yn y flwyddyn gyntaf, ac yn gweithio ym maes **Dysgu Ysgrifennu** yn yr ail flwyddyn. (Swydd WI01).

Gofynnir am radd neu arbenigedd yn y Gymraeg a phrofiad o ddysgu ar gyfer y ddwy swydd. Byddai'n fanteisiol, hefyd, pe bai gan yr ymgeisydd brofiad mewn un neu ragor o'r meysydd canlynol: addysg ddeiroi a chyfrifiaduron (Swydd WM01) gwaith golygyddol ac asesu llafaredd (Swydd WI01).

Dylai ymgeiswyr fod yn barod i deithio ac i aros oddicartref pan fo angen. Disgwylir iddynt weithio yn Abertawe neu mewn cysylltiad agos â'r swyddfa yno.

Perhaed y swyddi: O Ionawr 1, 1987 i Ragfyr 31, 1988.

Cyflog: £9,000 - £11,275 (y raddfa'n cael ei hadolygu).

**Cair ffurflenni cais a manylion pellach gan y Dr. E. Price, Swyddfa'r SCYA, Adran Addysg, Coleg y Brifysgol, Hendrefoilan, Abertawe, SA2 7NB. Ffôn (0792) 201231.**

Y dyddiad olaf i ddychwelyd ffurflenni cais yw dydd Iau, Hydref 23, 1986. (02714)

**RSA**

wishes to appoint a

**PROJECT OFFICER**

To develop a qualification for those working with advanced office technology. This project is being *funded* by RSA and RANK XEROX

The appointment will be full-time for one year from January 1st 1987. Secondment may be negotiated. The salary will be approximately at Senior Lecturer level. The Project Officer will work from the RSA's London office.

**For application form, please contact James Richardson, RSA, 8 John Adam Street, London WC2N 6EZ. Tel: 01-930 5115, Ext. 229.**

***RSA is an Equal Opportunities Employer.*** (02508)

## FELLOWSHIPS

LIVERPOOL POLYTECHNIC

COMPUTER EDUCATION DEPARTMENT

**SCHOOL TEACHER FELLOWSHIPS IN EDUCATIONAL COMPUTING**

For the Spring Term 1987 to work on an agreed aspect of educational computing.

The Teacher Fellow will be expected to produce either an evaluation report or well-documented teaching materials suitable for use in the classroom or as an aid to teacher training.

Applicants should be qualified teachers with at least five years teaching experience, and be engaged in some aspect of educational computing.

Further details available from the Computer Education Centre, Liverpool Polytechnic, 70 Mount Pleasant, Liverpool, L3 5UX. Tel No. 051-207 3581 ext 2531.

Details of application with the names and addresses of two referees to arrive no later than 21st October, 1986. (04600)

## Adult Education

CALDERDALE

CALDERDALE METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
ADULT EDUCATION SERVICE
DEVELOPMENT TUTOR (General Interest Class Programme)
(Lecturer Grade 1 (£6,524-£12,945)
Post Ref No. ED/254
Applications are invited from qualified teachers with at least two years experience in general Adult Education for the above post to commence 1st January 1987 or as soon as possible thereafter.
In addition to a weekly teaching load, the post holder will be able to use his/her own specialism/subject area to develop new areas of work and evaluate the effectiveness of selected sectors of the general interest class programme in the Upper Calder Valley.
Previous applicants will automatically be re-considered.
Further details and application forms are available upon receipt of a s.a.e. from the Chief Education Officer, Education Department, P O Box 33, Northgate House, Northgate, Halifax HX1 1UN. Closing date: Friday 24th October 1986.
The Council is committed to be an equal opportunities employer and seeks to provide. Applications are invited from women and men from all sections of the community, irrespective of Ethnic origin, disability, sexual orientation or marital status who have the necessary attributes for the post. (33393) 380000

## Youth and Community Service

CAMBRIDGESHIRE
(EQUAL OPPORTUNITY EMPLOYER)
NORTHERN AREA
Required as soon as possible:-
Senior Community Education Tutor - Burnham F.E.C. Lecturer II to develop and implement programmes for INSET, racism awareness for staff and others including preparation of suitable material and resources for use in this field.
This is a newly created post funded under Section 11 and forms part of the Authority's provision to implement its policies on Community Education and Multi-cultural Education.
Possible housing assistance.
Further details and application form available from the Senior Area Education Officer, Education Office, Touthill Close, City Road, Peterborough PE1 1UJ (s.a.e.). Closing date 24th October. (33390) 440000

DEVON
COUNTY COUNCIL
Please see display advertisement on Page 39.
(3269) 440000

HAMPSHIRE
MILL CHASE COMMUNITY SCHOOL,
Bordon, Hampshire
COMMUNITY WARDEN
Required 1st January, 1987.
Salary: £13,398 - £15,102 Burnham F.E., H.O.D. II, N.J.C. conditions of service.
Successful experience in education and leisure management would be a recommendation.
Letters of application, including the names and addresses of two referees, should be sent to the Administrative Officer at the school (s.a.e. please) from whom further details are available. (33700) 440000

SURREY COUNTY COUNCIL
SURREY HEATH
ADULT EDUCATION INSTITUTE

**Joint Head of Centre/ Tutor Organiser**
LECTURER GRADE II

Salary scale £8,595 – £13,656 plus £282 London Fringe Allowance.
Generous relocation expenses in approved cases.
Candidates will be expected to have proven experience in adult education and a background knowledge of centre management.
There is a teaching commitment to this post and expertise in one or more of the following is essential:- Commercial/Secretarial Studies, Computer Studies, Examinations Management.
This is a re-advertisement and previous applicants need not re-apply.
**Application form and further details are obtainable from the Acting Principal, Surrey Heath AEI, France Hill Drive, Camberley, Surrey.**
*Closing date 24 October 1986.* (04793)

SOCIAL SERVICES DEPARTMENT

**Teacher, Kidlington**
**Salary: Burnham Scale 1 – £6,423 – £10,533 per annum**
**plus Community Home Addition of £1206 p.a.**

Thornbury House is an observation and assessment centre for 30 adolescent boys, situated in the Moors, Kidlington. Applicants for this challenging and interesting post must hold a teaching qualification and have experience in teaching general subjects.
This is a readvertisement and previous applicants need not apply.
For informal discussion contact Mr C Blanchard, Head of Home, telephone Kidlington 3163.
**Applications and job description from Director of Social Services, 27 Park End Street, Oxford. Telephone Oxford 815732.**
**Closing date: 22.10.86.** (02713)

*Oxfordshire County Council*
AN EQUAL OPPORTUNITY EMPLOYER

Leisure Services/Youth & Community

**Detached Youth & Community Development Workers** (2 posts)
**(Project Pehchan)**
**£9,309-£10,401 p.a.**

Nottinghamshire County Council together with the Asian Sub-continent Voluntary Youth Group (an umbrella organisation) have collaborated in setting up this Detached Youth Work Project to work in identifying and devising initiatives to meet the growing needs of Asian young people. The Project currently requires two suitably qualified Female Workers, who are able to speak at least one Asian language, one to work with Girls and Women's issues, and the other to work in the Resources Centre. These posts are covered under Section 7(2)(e) of the Sex Discrimination Act.
***For further information regarding these posts and an informal discussion telephone Mr. S. Khan, on Nottingham (0602) 410104 or 410121.***
Relocation expenses where appropriate.
**Requests for application form and job description should be made in writing to the Personnel Services Section, Leisure Services Department, Trent Bridge House, Fox Road, West Bridgford, Nottingham, NG2 6BJ. Closing date: 24 October. Please quote ref. 145.**
*An Equal Opportunity Employer.*

Nottinghamshire County Council
County Hall · West Bridgford
Nottingham NG2 7QP

# Electronics Research Fellowships in Japan

**PhD-level researchers for one year contracts with a world leader in high-tech R & D**

In the competitive fields of microelectronics, communications and systems/control technologies, energy and audio-video, home and medical electronics, Toshiba is up among the world leaders. A position that was primarily established – and now vigorously maintained – by a massive commitment to R & D both in terms of capital expenditure and manpower.

To promote even greater understanding between the UK and Japan through co-operation in high technology research activities, the Toshiba Fellowship Programme has been created. This fifth annual Programme will be scheduled to commence in the Autumn of next year.

Two fellowships are available each year at our superbly equipped facilities just outside Tokyo and successful candidates will be offered the opportunity to conduct, in conjunction with our own engineers, the basic research work associated mainly with the following areas:
• Electroceramics • Organic Nonlinear Optical Material • Defects in II-VI Compound Semiconductor • Characterization of MOCVD – grown GaAlAs/GaAs • Numerical Analysis of Carrier Transport in Semiconductors • Characterization of Ion-implanted GaAs • Tunnel Oxide Film Properties for Semiconductor Memory • Future MRI System • Security in Communication Systems • AI Application to Analog LSI Design Automation • Speech Understanding • Speech Synthesis by Rule • First Wall of Nuclear Fusion Device • Physical Investigation of $SF_6$ Gas Dielectrics and Arc Discharge

Ideally aged under 35, applicants must be of British nationality, and currently engaged as researchers in UK academic or government laboratories having obtained a PhD or equivalent in an engineering or scientific field.

With a one-year contract (renewable up to a maximum of 12 months). Fellows will enjoy a pre-tax annual allowance of 9,000,000 Japanese Yen together with free air passages to and from Tokyo (including spouse and children), and a relocation allowance equal to 200,000 Japanese Yen on both arrival and departure.

Simultaneously, Fellows will be provided with ample opportunities to become acquainted with both Japanese industry and culture.

For an application form, please telephone 01-242 7295 or write to the Toshiba Fellowship Programme at Toshiba Corporation (London Office), Audrey House, Ely Place, London EC1N 6SN.

Closing date: Applications must be made before 1st December 1986

In Touch with Tomorrow
TOSHIBA

## YOUTH & COMMUNITY
continued

**HUMBERSIDE**
COUNTY COUNCIL
URBAN DEPARTMENT
YOUTH SERVICE
RE-ADVERTISEMENT
(Previous applicants need not apply)
FULL-TIME DEPUTY YOUTH WORKER
Baldoon Youth Centre, Scunthorpe
JNC 2 £6,897 - £8,796
Further details and application forms are obtainable from the Director of Education (Staffing Section), County Hall, Beverley, North Humberside HU17 9BA.
Please enclose a stamped addressed envelope. The closing date for this post is 31st October. (32684) 440000

**OXFORDSHIRE**
COUNTY COUNCIL
BICESTER COMMUNITY EDUCATION CONSORTIUM (ADULT)
SALARY SCALE BURNHAM FULL TIME 2 (£8,595 - £13,554)
RE-ADVERTISEMENT
PREVIOUS APPLICANTS WILL NOT AUTOMATICALLY BE CONSIDERED
This new post will require someone with energy, imagination and the ability to support individuals and groups. Outreach community development work will be important in Bicester and surrounding villages and the postholder will work closely with the First School in Bicester to develop it as a community school. The ability to liaise and work cooperatively will be important.
Job description and application form available from Mid-Oxfordshire CE Office, The Lodge, Hollybush Row, Oxford OX1 1JH (SAE 12 9 essential) to be returned within 2 weeks of the appearance of this advertisement.
An Equal Opportunity Employer. (33463) 440000

**WALSALL**
METROPOLITAN BOROUGH COUNCIL
DIRECTOR OF SCHOOL AND COMMUNITY ACTIVITIES
THE JOSEPH LECKIE SCHOOL
Walsall Road West, Walsall WS5 4PG
Applications are invited for the above post from January 1987 or earlier if possible. Salary will be at Burnham Senior Teacher level or the equivalent F.E. grade.
The main purpose of the post will be to develop school and community responses to local needs through the Selves Community Association. The Director will be a major participant in creating a new community school in multiethnic community. The aspirations of the School, Association and Community are very high and this is an opportunity to be in at the beginning of an exciting development.
Application forms and further details may be obtained, on receipt of a stamped, addressed envelope, from the Headteacher at the school. Completed forms should be returned to the school by Tuesday, 21st October, 1986.
Walsall is an Equal Opportunity Employer. (33585) 440000

**WEST SUSSEX**
COMMUNITY TUTOR
RYDER'S COMMUNITY SCHOOL
Storrington
Salary: Scale 3
Required a.s.a.p. at this 10-13 intermediate (formed Secondary, mixed Comprehensive Community School. COMMUNITY TUTOR (Head of Continuing Education Department) at this growing rural Community School.
The Community Tutor has responsibility for Adult Education and Youth work in the catchment area plus a small teaching commitment in the school and is a member of the senior management team of the school, directly responsible to the Headmaster. Scale 3 post available for suitably qualified and experienced candidate.
Apply to Mr. M.C.S. Parfitt, Headmaster, Rydon Community School, Rock Road, Storrington, West Sussex, RH20 3AA a.s.a.p. for Application form and further details (s.a.e. please). (33561) 440000

## Administration Local Education Authority

**HAMPSHIRE**
EDUCATION COMMITTEE
CAREERS SERVICE
CAREERS ADVISER FE/HE
SCI £10,869 - £11,971
We are looking for a qualified and experienced Careers Adviser to work in Basingstoke Technical College and Cricklade (Tertiary) College, Andover.
The successful candidate would be based at Basingstoke Careers Office but would be expected to play a prominent part in developing Careers Education and guidance in further education in accordance with the recently adopted County policy.
In addition, he or she will be able to provide a professional service to the wide range of clients involved.
Applicants should have a current driving licence and be a car owner.
For further details and an application form, please contact Mrs Lis Chubb, Divisional Administrative Assistant, Divisional Careers Office, Clarendon House, 9-11 Church Street, Basingstoke or Tel: Basingstoke 25543 quoting reference number 5692.
Closing date for applications is 24th October, 1986. (35565) 480000

**HERTFORDSHIRE**
HOME ECONOMICS
ADVISORY TEACHER
Applications are invited from suitably qualified and experienced teachers for the post of Home Economics Advisory Teacher - Dress & Textiles, to work in primary and secondary schools in the County and to help with teachers' courses.
The Committee are seeking an enthusiastic and imaginative teacher with the ability to understand the contribution which this subject can make to the curriculum and the energy to promote it.
Salary: Burnham Scale 3 or 4 (plus London fringe allowance), according to experience.
Car allowance.
Further details/are available from the County Education Officer (ref. JD) County Hall, Hertford SG13 8DF, to whom application should be made by 24th October, enclosing a self-addressed pre-paid envelope. (33767) 480000

**SUNDERLAND**
BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
SENIOR ASSISTANT DIRECTOR OF EDUCATION (FURTHER EDUCATION)
(Re-advertisement)
£16,776 - £17,916
Applicants must be graduates and should have appropriate teaching and administrative experience.
The responsibilities of the post are for the conduct of one of the major branches of the Education Service and are mainly concerned with the Polytechnic, two large colleges of further education, a substantial youth, adult and community education service, the careers advisory service and the secondary schools. The officer appointed will be expected to take a positive role in stimulating new developments in all aspects of Further Education.
Application forms and further particulars, obtainable from the Director of Education, P.O. Box 101, Town Hall and Civic Centre, Sunderland SR2 7DN Tel: 0191 - Ext. 2933 on receipt of a stamped addressed foolscap envelope, to be returned by 31st October, 1986. (33651) 480000

## Dudley Metropolitan Borough
### COMMUNITY DEVELOPMENT

Arising out of local re-organisation leading to the establishment of a Community Development Unit, the service is able to expand to improve its work for the community. The following posts are part of this re-organisation –

**Community Arts Worker**
£11,994 – £12,894 – to initiate, develop and co-ordinate a variety of community arts projects throughout the Borough. Special emphasis will be placed on work in 'priority' communities and with young people. The person appointed should possess a clear knowledge of how community arts can relate to community development issues. Experience in the field of community arts and community development are essential.

**Y.T.S. Monitoring**
The Authority are keen to develop new strategies to monitor the quality of Y.T.S. delivery within the Borough. This new post is part of this move and involved the monitoring of Y.T.S. provision from a young person's viewpoint. Successful applicant will be seconded to a local voluntary agency concerned with the affairs of young people. Salary JNC Range 3 (Points 1-5) under local review.

**Community Centre Work**
This post at Brockmoor Community Centre aims to promote the educational, social and cultural opportunities for the residents of Brockmoor, within the developing framework of the Community Association, and the Community Development Initiative. Salary JNC Scale 2 under local review.

**Community Centre Work**
This post at Brockmoor Community Centre aims to promote the educational, social and cultural opportunities for the residents of Brockmoor, within the developing framework to the Community Association and the Community Development Initiative. Salary JNC Scale 2 under local review.

**Town centre Detached Youth Worker**
To develop a new initiative in the town centre related to the needs of young unemployed people. The person appointed should ideally display experience in the areas of detached youth work, and be able to respond creatively to the challenge of what will be a demanding post. Salary JNC Range 4 (within a 5 point scale) under local review.

**Community Education Development Workers**
(1) For St. Thomas's Ward which is in a community which suffers many economic and social problems. The post offers interest and challenge for someone suitably qualified and experienced. Person appointed will need to be able to display considerable knowledge and expertise in the area of community development.
(2) Based at Wrens Nest and Priory area in community which suffers many social and economic problems, and therefore the person appointed will need to be able to display considerable knowledge and expertise in the area of community development.
(3) Three posts which will be located in areas of the local community which suffer many economic and social problems, and therefore the persons appointed will need to be able to display considerable knowledge and expertise on the area of community development.

Salary JNC Range 4 (within a 5 point scale) under local review. Qualification according to JNC conditions.

For informal discussions please contact Mr. A.J. Lowe or Mr. S.A. Tucker on Dudley 55433, Ext. 4239 or 4244 respectively.

**Application forms and further details from Principal, Community Development Officer, Weetmor House, 1 Trinity Road, Dudley, West Midlands DY1 1JS, stating clearly which post is of interest. Closing date for applications 24th October.**

*Dudley is an Equal Opportunity Employer.* (2729)

LONDON BOROUGH OF REDBRIDGE
**EDUCATION DEPARTMENT**
YOUTH AND COMMUNITY SERVICE
APPOINTMENT OF FULL TIME
***PERIPATETIC YOUTH AND COMMUNITY WORKER***
**SALARY UP TO £13341 INCLUSIVE**

Applications are invited from qualified and well experienced persons for this challenging new post which has been established as a result of the reorganisation of the Youth Service in Redbridge.
Initially, the person appointed will be based at Fairlop Youth Centre in Barkingside to assume the role of Warden, pending a permanent appointment being made.
The salary for the post will be according to the Burnham FE Report-Lecturer I £6843 - £11865 (plus Special Responsibility Allowance £625)
– £12815 inclusive of London Weighting £726.
Conditions of service will be as outlined in the J.N.C. Report for Youth and Community Workers.
Applications from employees of the G.L.C. and M.C.C.'s with relevant experience will be welcome.
**Application forms and further details are available from the Director of Educational Services, Education Office, 255/259 High Road, Ilford, Essex IG1 1NN (Attention of Mr D Jacob Tel 01 478 3020 Ext. 385).**
Closing date: Monday 20th October, 1986. (32769)

Redbridge
London Borough

**GATESHEAD METROPOLITAN BOROUGH COUNCIL**
**DEPARTMENT OF EDUCATION**
**Senior Assistant Education Officer (Schools)**
**Salary £13,260 – £14,475 (PO.5)**

Applications are invited for this challenging fourth tier post in the Schools Division of the Education Department.
The successful applicant will undertake general duties in connection with the day-to-day running of the primary school sector of the schools division. The person appointed will also be expected to make a substantial contribution towards the professional work of the section and the regular review of primary provision in particular.
It is expected that the successful applicant will be either a graduate with teaching experience who wishes to enter education administration or someone with proven administrative ability and understanding of the school and local education authority system.
Salary and conditions of service are in accordance with the NJC Agreement for APT & C Services.
The post is superannuable and has Casual Car User status.
**Application forms and further particulars are available from the Director of Personnel and Management Services, 7th Floor, Aldon House, Tyneside Precinct, Sunderland Road, Gateshead, NE8 3EL, returnable by 17th October, 1986.**
*We are an EQUAL OPPORTUNITIES EMPLOYER and welcome applications from candidates of any age, disability, marital status, race or sex.* (32767)

**COUNTY EDUCATION OFFICE**
**EDUCATION DEPARTMENT**
# PRINCIPAL OFFICER
**(Curriculum and Resources)**
**Post No: B0006 PO5 £16,011 - £17,180**

Applications are invited for this post in the Schools Branch of the County Education Office.
Applicants should be graduates with successful experience in teaching and educational administration. The Officer appointed will assist the Senior Education Officer (Schools) with the formulation of policy options in the areas of curriculum, resource allocation, admission and assistance to pupils.
Closing date: 24 October 1986.
**Application forms and further particulars available from (SAE please) the County Education Officer (P), PO Box 47, Threadneedle House, Market Road, Chelmsford CM1 1LD. Telephone (0245) 267222 Ext. 2626.** (32768)

ESSEX
County Council

## Deputy Director and Controller of Educational Services
**£24,888 - £27,574 plus £2,160 Car Allowance**

The recent appointment of Neil Gill as Director of Educational Services has resulted in a vacancy for a Deputy Director.
As a large Outer London Borough, mainly residential with a cosmopolitan population, Barnet has a rich diversity of schools and colleges. Our reputation for educational achievements, based on high quality provision at both Primary and Secondary level, is amongst the very best in the country.
The prime task of the Deputy Director will be the day to day management of the education service to ensure its effective response to need and the smooth running of administrative support services.
Candidates will be graduates, experienced education administrators and have teaching or other relevant experience.
A relocation package is available. There is a generous leave allowance.
If you would like to discuss this vacancy, please telephone the Director on 01-368-1255.
**Application forms and further particulars are obtainable from the Chief Personnel Officer, 16/17 Sentinel Square, Brent Street, Hendon, London, NW4 2EN. Telephone 01-202-8262, Ext. 424 (01-202-6602 outside office hours). Please quote reference 603/2. Application forms must be returned by Friday, 31st October. Interviews will take place on 19th November.** (32771)

AN AUTHORITY COMMITTED TO EQUAL OPPORTUNITIES
LONDON BOROUGH
**Barnet**

**ADVISER FOR PERSONAL & SOCIAL EDUCATION Ref No: EDU/1336/CO**
Solbury H T
**Salary Scale: Group 9 (0-4) £18,075 – £19,587**

The Authority is looking for a successful and well qualified teacher with varied experience at senior level in schools or colleges in the related fields of personal, social and health education. Experience in teacher education at initial and/or in-service level would be valuable as would experience of advisory or advisory teacher work with a local education authority. Above all, however, the Authority is looking for someone with enthusiasm and a commitment to the education service who is able to initiate and innovate successfully, administer efficiently, and who has the sensitivity of personality to establish and maintain good personal and professional relationship with principals, heads, staff and departmental colleagues.
**Further details and application form, returnable by 27th October 1986 from Director of Personnel (Tel: Bristol 299585 – Ansaphone on this number after office hours), PO Box 270, Avon House, Tor Haymarket, Bristol, BS99 7HE.**
**Please quote reference number.**
Education Department
*Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation.*
Avon COUNTY COUNCIL



## Senior Advisory Officer
**(Primary)**
**Salary: Solbury Group X1 £19,704 – £21,168 per annum**

Applications are invited for the post of Senior Advisory Officer for Primary Education available from 1 May 1987. Experience as a Primary School Headteacher is essential and experience of advisory work highly desirable.
The person appointed will be responsible for co-ordinating the work of a team of four primary advisers and will be expected by personal example and leadership to contribute significantly to the achievement of high standards of primary education throughout West Sussex.
**Application form and further details available from the Director of Education, Personnel Section, County Hall, West Street, Chichester, West Sussex, PO19 1RP (s.a.e. please) or telephone Mrs Maureen Dray on Chichester 777100, extn 2388.**
*Closing date: 24th October 1986* (34786)

west sussex

**WARWICKSHIRE COUNTY COUNCIL**
**County Education Department**
## ADVISER FOR EARLY CHILDHOOD EDUCATION
**SOULBURY GROUP 9, £18,075 – £19,587**

Applications for this post are invited from suitably qualified and experienced people. Previous experience as a headteacher is essential and experience of advisory work could be an advantage.
**Further particulars and application form available from the County Education Officer (ref. SP/MPH), 22 Northgate Street, Warwick, CV34 4SR, tel. Warwick (0926) 493431 ext. 2854.**
Closing date for receipt of applications: 24th October, 1986.
WARWICKSHIRE IS AN EQUAL OPPORTUNITIES EMPLOYER (32777)

Warwickshire County Council

## Trainee Careers Officer
**£6606 – £8172**

Required from 2 January 1987 for one year's secondment to the Diploma in Careers Guidance Course at Birmingham Polytechnic.
**Application form and further details from and returnable to Chief Education Officer, County Hall, Exeter EX2 4QG, telephone Exeter 27 2031.**
Closing date 22 October 1986. (32761)

DEVON
AN EQUAL OPPORTUNITIES EMPLOYER

**NORTH TYNESIDE**
**METROPOLITAN BOROUGH COUNCIL**
**EDUCATION DEPARTMENT**
**TWO POSTS OF EDUCATION ADVISER/INSPECTOR**
**Salary – Soulbury Headteacher Group 9 (£18,075 – £19,587 p.a.) (Ref no. 334/86)**

Applications are invited from experienced advisory staff for these two new posts in the Advisory Service to assist with the general management of the advisory team and to take a leading and co-ordinating role in curriculum development, staffing, professional advice and inspection. The Authority will wish to appoint one person with extensive experience with the pre-school and primary age child, and the other with children in the Middle and High School age ranges.
Closing Date: 24th October 1986
It is the policy of the Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, sex, race and marital status.
Write for applications for the above post, including a sae and quoting the job ref. no., to the Personnel Department, Northumberland Square, North Shields, Tyne & Wear, NE30 1QU. (34771)

North TYNESIDE

**ADMINISTRATION – LEA**
continued

**HILLINGDON**
LONDON BOROUGH OF HILLINGDON
EDUCATION DEPARTMENT
CAREERS OFFICER
SCALE 3 - £9,129 pa - £9,954 pa inclusive
Applications are invited from enthusiastic Careers Officers for a vacancy which has arisen at the Hayes Office, although you should be prepared to be mobile throughout the Borough.
The successful applicant will have particular responsibility for two schools and be encouraged to be involved in various new initiatives that are taking place in a service which is changing to meet new demands.
Applicants must be qualified but inexperienced candidates will be considered and appointment made to Scale 4 (£8,049 pa - £8,910 pa inc.) for those serving their probationary year.
Relocation expenses may include £500 removal expenses, legal fees in house purchase (up to £1,150) and temporary lodging allowance, car allowance payable.
Application forms and further particulars available from the Personnel Office, Civic Centre, High Street, Uxbridge, Middlesex UB8 1UW. Tel: Uxbridge 50389 (24 hour ansaphone) quoting reference E/26 /86 XS.
Closing date: 22nd October, 1986. (334431 480000

**LINCOLNSHIRE**
COUNTY COUNCIL
CAREERS OFFICER
Spalding S5
£8,391 - £9,216
Required at Spalding Careers Office, 4 Abbey Passage, Spalding to undertake the full range of vocational guidance duties.
Applicants should be qualified and/or experienced Careers Officers including those who have recently completed or will shortly be completing DCG Courses.
They must hold a full current driving licence and a casual user car allowance and subsistance expenses are payable. Relocation expenses are payable in appropriate cases.
Previous applicants need not re-apply.
Application forms and further details are available from the County Personnel Officer, County Offices, Lincoln. Tel: Lincoln 544848 (24 hour service). Please quote: EP850. CLOSING DATE: 31ST OCTOBER 1986. (33556) 480000

## Administration General

**BELFAST**
SOUTH EASTERN EDUCATION AND LIBRARY BOARD
GENERAL ADVISER (TECHNOLOGY)
Salary Scale £18,075 - £19,587
Applications are sought from suitably qualified and experienced teachers or lecturers for the above post.
The Board is in the early stages of a development programme in Technology. The person appointed will be expected to play a key role in its plans which include the establishing of a Technology Centre. Although the post will carry specific subject responsibilities, the Board is equally interested in appointing a candidate who has broad knowledge of education, current developments in the curriculum and examinations and the management and organisation of schools and colleges.
The South Eastern Education and Library Board covers a mixed urban/rural area with a total population of 336,200. There are 17 Nursery, 172 Primary, 10 Grammar, 34 Secondary, 7 Further Education, 7 Special Schools and Colleges with this area as well as three Teachers' Centres. The Board employs a team of seconded school support officers who assist the Advisers in curriculum and staff development.
Applicants should hold, at the date of application, a recognised degree or equivalent and have completed not fewer than five years full-time teaching service in grant-aided schools/colleges. Experience in organisation/management duties in education and involvement at an appropriate level in curriculum and staff development will be advantageous for the post.
Application forms and Conditions of Service may be obtained from the Personnel Officer, 18 Windsor Avenue, Belfast BT9 6EF upon receipt of a STAMPED ADDRESSED ENVELOPE. Completed forms must be received not later than 4.30 pm on 24 October. (33603) 500000

Education
**Careers Officers** (2 Posts)
**£7,311-£9,216 p.a.**
Qualified and experienced Careers Officers are required. Duties are within the normal programme of work in connection with careers guidance to young people in schools, colleges of further education and those on the Youth Training Scheme. The salary will be within the above range, and suitably experienced officers would be appointed on £8,391-£9,216 p.a.
Relocation expenses where appropriate.
**Application forms and further details are obtainable from Careers Service Headquarters, Exchange Buildings North, Smithy Row, Nottingham NG1 2DF. Closing date 20 October. Please quote ref. 145.**
*An Equal Opportunity Employer.*

Nottinghamshire County Council
County Hall - West Bridgford
Nottingham NG2 7QP

## BOROUGH OF SOUTH TYNESIDE
**South Tyneside College**
**CHIEF ADMINISTRATIVE OFFICER**
**PO5 £13,863 – £14,862**

Applications are invited for the above post, duties to commence on 1st January, 1987. The Chief Administrative Officer is head of the college administration which includes the following sections: Registrar, Financial and Budgetary Control, Refectory, Student Hostel, General Administrative Services, Technicians, Caretaking and Maintenance.
Applicants should possess a degree or professional qualification with appropriate experience of administrative and financial/budgetary control. Experience of educational or college administration is essential.
Application forms are available from the Chief Personnel and Management Services Officer, Westoe Hall, Westoe Village, South Shields (Telephone Tyneside 4564966) and should be returned by noon on 24th October 1986. (32780)

## Overseas Appointments

**APPLICATIONS** for one year teacher exchange posts Primary, Secondary, Further Education and Higher Education now being considered for Canada September 1987 and Australia January 1988. Return air fare, immigration allowance and normal UK salary paid. Send S.A.E. to L.E.C.T., Seymour Mews House, 26-27 Seymour Mews, London W1H 9PE for further details. (36659) 460000

**CHRISTIAN TEACHERS FOR AFRICA**
To teach Biology, Chemistry, Agriculture, TEVE, Arts and Commercial Subjects in Secondary Schools, Secondary teacher of the Blind and Geography instructors also needed. Volunteer terms - two year contracts - air fares, pension, gratuity, insurance and overseas allowance provided.
Apply to: Volunteer Missionary Movement, Mount Lane, London Colney, St. Albans, Herts. AL2 1AB. Tel: Bowmansgreen (0727) 24853. (172821) 460000

**NORTHAMPTONSHIRE COUNTY COUNCIL**
**TVEI Inter-Authority Research Project:**
**Modular Curriculum Development**
**Northamptonshire, Bedfordshire, Cambridgeshire and Hertfordshire**
## Project Co-Ordinator
**– Deputy Head Group 10**

Required from 1st January 1987 a PROJECT CO-ORDINATOR to lead and co-ordinate an eighteen month research and development programme aimed at producing modular "A" and "AS" levels in the fields of Business Studies, Information Technology, Technology and Design and to examine their relationship to B/TEC programmes.
**Further details and application forms can be obtained from: The County Education Officer (Ref ST/S/DL), Northampton House, NORTHAMPTON NN1 2HX (SAE please).**
Closing date, 14 days after the appearance of this advertisement. (32717)

LONDON BOROUGH OF REDBRIDGE
**FINANCE DIRECTORATE**
***ESTABLISHMENT ASSISTANT***
***(ASSISTANT TEAM LEADER – WAGES)***
**Scale 4 – £8,049 to £8,910 inclusive**

We require an experienced payroll operative to join one of our payroll teams.
The team deals with all aspects of payroll administration for 1700 weekly paid employees and the successful applicant will rank second in charge; deputising for the team leader in their absence.
A thorough understanding of computerised payroll techniques and PAYE/NI regulations is required, together with an ability to work to tight deadlines.
Knowledge of Local Government Conditions of Service and SSP is desirable but not essential.
**Application forms are obtainable from David Murray, Administrative Assistant, Finance Directorate, 22-26 Clements Road, Ilford, Essex. IG1 1BD – Telephone No. (01) 478-3020 extension 244.**
Closing date:– 24th October 1986. (32759)

Redbridge
London Borough

Preston
Where people mean business

**EDUCATION OFFICER**
**Harris Museum and Art Gallery**
**Salary Scale: £8,391 to £10,164 per annum**

Preston Borough Council wishes to recruit a versatile and enthusiastic Education Officer to develop further the educational potential of the Harris Museum and Art Gallery. He/she will be a member of a small team working to create a museum which is relevant and accessible to a wider public.
The successful applicant must have a teaching qualification and preferably experience of teaching and/or working in a Museum/Art Gallery.
Local Government pay scales and conditions of service will apply and assistance with removal and relocation expenses will be provided in appropriate cases.
Closing Date : 22nd October, 1986.
**Further details and application forms are obtainable from and returnable to the Director of Personnel & Management Services, Town Hall, Preston, PR1 2RL. Tel (0772) 258860.**
**We are an equal opportunity employer.** (34769)

Preston Borough Council

## Miscellaneous

**SUMMER JOBS ABROAD FOR CHILDREN'S COURSES**

Experienced people over 20, needed to organise activities for children on campsites in Europe, Mid-May to Mid-September.

Write giving full details to: Children's Couriers, Dept TS, Eurocamp Travel Ltd., Telford Rd., Kinnaford, Cheshire WA16 0RG. (01654) 660000

**A SALES CAREER** with Sun Life of Canada offers an interesting and rewarding future. Consultant security and real opportunity. Full training, unlimited prospects and executive income. Suitable applicants, aged between 23 and 45, can be employed in the area of their choice. Phone 01-930 3400, Ext. 267 or write Mr. R.J. Colley, 2/4 Cockspur Street, London SW1Y 5BH. (15435) 660000

**ALTERNATIVES FOR TEACHERS.** Employment opportunities, part-time, full-time. Careers in Writing and Publishing, Careers in TV, Careers in Radio. £1.95 each, all three £5. Hamilton House Publishing, Brigsarth, Northampton. Access phone 0604 881889. (15696) 660000

# Examiners continued

# GCSE REVISERS

The Northern Examining Association invites applications for appointment as Reviser, to scrutinise draft question papers for the 1988 GCSE examinations. The papers are to be considered in the spring or summer of 1987.

There are vacancies in a few cases for 1987 also, indicated in the list below by an asterisk.

Applicants should normally be under 60, with five recent years' teaching experience and at least three years' experience as a senior examiner, or as a reviser (or similar appointment).

The vacancies are in the following subjects.

Biology
Biology (Human and Social)
*Chemistry Syllabus A*
Chemistry Syllabus B
Classical Subjects (Latin Syllabus A, Greek, Classical Civilisation)
Dance
English Syllabus A
English Syllabus C
English Literature Syllabus A
Environmental Studies
Geography Syllabus A
Geography Syllabus B
Geology
Graphic Communication
History Syllabus A
History Syllabus B
History Syllabus C
History and Appreciation of Music*
Home Economics: Food
Home Economics: Home and Food
Italian*
Mathematics Syllabus A
Mathematics Syllabus B
Mathematics Syllabus C
Modern Hebrew
Panjabi
Physics Syllabus A
Physics Syllabus B
Ukrainian
Urdu

*Further details and application forms may be obtained from:*
*NEA Examiner Appointments*
*Joint Matriculation Board*
*Manchester M15 6EU.*

Closing date for applications: 24 October 1986.

NEA NORTHERN EXAMINING ASSOCIATION

We want someone to help us identify the skills required for tomorrow and to develop them today!

## REGIONAL TRAINING OFFICER

**WEST & WALES REGION Based in Bristol**

**Salary: £12,555 - £15,627**
**(with assessment at £13,260)**

We require an experienced and creative colleague to develop and maintain a climate of continuous learning for staff, volunteers and community groups by promoting high standards of management, teamwork and practice throughout the Region.

Applicants must be committed to service our strategy which aims to pioneer new methods, meet new needs and influence child care and family policy and practice, often in partnership with statutory agencies. Apart from an increasingly generic group of 'special social work projects' working with young offenders, under fives, children with special needs and problem drug users, we have an expanding programme of community development teams working with the Church and neighbourhood groups.

This is a key post in the Senior Management Team in the Region and includes responsibility for learning opportunities, staff development, students, research and information resources. Applicants must have at least five years' post qualifying experience, preferably in adult education/social work and/or community work.

*The Society is a Christian organisation which seeks in staff a readiness to grow in Christian faith and life. It considers all applicants for employment on the basis of suitability for the post irrespective of race, sex or disability.*

If you would like more details, or to discuss this post, contact Neil Jameson, Church of England children's Society, 111-117 Victoria Street, Bristol BS1 6AX. Tel (0272) 292473.

*Closing date: 31 October 1986.* (02715)

**The Children's Society.**

# FINANCIAL SERVICES
## Insurance & Investment

We are market leaders in providing financial services to teachers — and to other professional groups.

Our present expansion programme means we must take on a number of additional Sales People.

## Area Representatives

The locations are nationwide. The requirement is for enthusiastic hardworking people who want to enter or develop a successful career in insurance sales.

Our careful selection procedure includes "on-the-job" experience for new entrants to sales or insurance — without commitment. Our training ensures effective results quickly, and regular support is based on individual needs.

The rewards are a guaranteed personal territory, attractive commission earnings, bonus opportunities and other benefits.

Minimum target will be £15,000 with no upper limit.

For these positions, you will be between 25 and 50, have a stable career background, and possess a current full driving licence.

Write or phone Paul Coombs, Teachers' Assurance, 12 Christchurch Road, Bournemouth BH1 3LW. Tel: Bournemouth (0202) 291111 for a sales career guide and application form quoting reference NJ603.

**TEACHERS' ASSURANCE**

**THE TIMES EDUCATIONAL SUPPLEMENT**

Requires an

# ADVERTISEMENT SALES EXECUTIVE

Ideally the successful applicant will be aged between 25 to 35, an enthusiastic self-motivator preferably with proven sales experience although this need not be in the field of media advertising. A high standard of education is also required. As the position entails meeting people at senior level a professionalism in communicative skills is essential.

Salary will be commensurate with age and experience and a company car will be provided.

Please write at the earliest opportunity to:

**John Ladbrook**
**Advertisement Manager**
**The Times Educational Supplement**
**Priory House, St John's Lane**
**London EC1M 4BX.**

**INTERNATIONAL AMATEUR ATHLETIC FEDERATION**

## DEVELOPMENT OFFICER

Our fast expanding Development Department is looking for a person with ideas and enthusiasm to help on their Aid Programme with special responsibility for establishing and administering Regional Development Centres throughout the World.

Applicants should have qualifications and experience in Physical Education and/or athletics coaching and be capable of lecturing and writing on athletics coaching, officiating and/or administration. He/she should be willing to travel and spend periods of time abroad. Knowledge of foreign languages would be an advantage as would an ability to communicate well with colleagues overseas. It is anticipated that the successful applicant be aged between 30-45. Salary comparable with Sports Council scales and negotiable based on age and experience.

**Written application and curriculum vitae to: General Secretary, IAAF, 3 Hans Cresent, Knightsbridge, London SW1X 0LN**

(04768)

**UNIVERSITY OF LONDON SCHOOL EXAMINATIONS BOARD**

***GENERAL CERTIFICATE OF EDUCATION EXAMINATION***

The Board invites applications for the following appointment:

## Moderator

**GEOGRAPHY, ORDINARY LEVEL WITH IMMEDIATE EFFECT**

Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years recent teaching experience. Examining experience is essential.

For application forms and further details write to The Secretary, University of London School Examinations Board, Steward House (Room 215), 32 Russell Square, London WC1B 5DN. Applicants should enclose a self addressed foolscap envelope.

Completed application forms should be returned by 30th October 1986.

*Royal Exchange* THEATRE COMPANY

The Royal Exchange Theatre wishes to appoint an

## EDUCATION DIRECTOR

**Salary circa £12,000**

to develop and implement a lively education programme alongside its mainstream activities.

The successful applicant will be experienced in the fields of both theatre and education and will take up the post early in 1987. One important aspect of the programme will be to develop strong links with each of the 10 districts of Greater Manchester.

*Applications in writing please with the names of 2 referees to:-*

MAGGIE WHITLAM, ADMINISTRATOR, ROYAL EXCHANGE THEATRE, ST. ANN'S SQUARE, MANCHESTER M2 7DH

Closing date: 31st October 1986
An equal opportunities employer

**Ladybird**

**LADYBIRD BOOKS**

Ladybird Books, a leading international children's publisher, is growing rapidly and requires two additional editorial staff.

For both positions enthusiasm and an awareness and understanding of children and their interests is essential.

**EDITOR**

Applicants should have 2-3 years editorial experience, preferably in mass market illustrated children's books. They should have both writing and editing ability and be used to liaising closely with authors, artists and art and sales departments. The person appointed will be responsible for a part of the list under the guidance of a senior editor.

**EDITORIAL ASSISTANT**

Applicants need not have editorial experience but should be articulate, imaginative and able to write clearly for children. A strong interest in children's books is desirable. Initially the person appointed will work very closely with a senior editor and will be involved in all aspects of editorial work.

Salary will be in accordance with age, experience and qualifications. Pleasant working environment. Relocation expenses and usual benefits will apply. Closing date 7th November.

**Replies, in writing, to M. H. Gabb, Editorial Director, Ladybird Books Ltd., Beaches Road, Loughborough, Leics. LE11 2NQ**



## MISCELLANEOUS continued

**BUCKINGHAMSHIRE**

Equal Opportunity Employer

**MANPOWER FORUM TRAINING ADVICE CENTRE**
Milton Keynes

**TRAINING ADVISERS (TWO POSTS)**

Salary: Scale 6 (£9,513 - £10,164)

A Training Advice Centre for adults is being established in Milton Keynes. It will respond to enquiries from the general public and employers by providing comprehensive information on educational and training opportunities and by offering vocational guidance and career counselling.

Applications are invited from personnel qualified and experienced in Vocational Guidance to undertake interviews with adults and organisations with identified training needs and to undertake a special responsibility for either:-

a) The provision of literature and leaflets, or

b) The provision of high-tech resources.

The posts are established subject to the continuing operation of the Centre through the Manpower Forum which is sponsored by the Borough of Milton Keynes, the Keynes Development Corporation and Buckinghamshire County Council.

For further details and job description please contact: D.J. Driver, Education Officer (Careers), Careers Service H.Q., Education Department, Buckinghamshire County Council, County Offices, Aylesbury, Bucks. HP20 1XA. Tel: Aylesbury (0296) 5000 (after 19th October, Aylesbury 395000), Ext. 532.

Closing date for applications: 27th October, 1986. (03543) 660000

## Outdoor Education

**ACTIVITY INSTRUCTORS** urgently required for our Dorset centre. If you have RYA, (Dinghy or Boardsailing), BCU, RWSY or similar and are available for October, ring immediately Joe Maddert 0929 471 203/647. (32487) 680000

**COURTLANDS ADVENTURE CENTRE.** Water sports, Dartmoor adventure, educational projects. See Field Study Centres. (33510) 680000

**DEVON**

**SKERN LODGE OUTDOOR CENTRE**

The professionals in Outdoor Education. Single or Multi-Activity and/or Field Study Courses for groups or individuals. For the best in instruction, equipment, facilities and value ring Martin or Andy on Bideford (02372) 75992 or write to Skern Lodge, Appledore, Bideford, Devon EX39 1NG.

See our advertisement on Page 22. (12732) 680000

**ICELAND '87 - YOUR SCHOOLS' EXPEDITION**
Give YOUR students the chance to experience adventure, excitement and wilderness exploration. Take advantage of the wealth of opportunities Iceland has to offer for GCSE and 'A' level field study projects. Contact us NOW to avoid disappointment and be sure the YOUR school that joins one of our fully equipped and professionally led expeditions. Ring Wareham (0929) 51280. Expedition Experience Ltd., 165 Northmoor Way, Wareham, Dorset BH20 4BH. (33418) 680000

**INVERNESS-SHIRE**

**SKI SCOTLAND 1987**
Unbeatable value winter sports package holidays for school parties. 5 nights just £70 VAT. Teachers free. Inclusive ski hire, instruction, lift pass, half board.

Details from Highland Value Hotels Ltd., Star Hotel, Grantown, Inverness-shire. Tel: (07402) 431. (36160) 680000

**LLANDUDNO**

**TY'R BRODYR ACTIVITY CENTRE**
Llandudno
Residential courses in Env. Studies, all Outdoor Pursuits (inc. sailing) and F. Studies. Y.T.S., etc. Courses planned for you, with you or by you. Hotelier (0492 76822. (04663) 680000

**SKI LES DEUX/ALPE D'HUEZ** with High Valley Ventures. 7 days skiing, studio apartments on piste. Executive coach travel. 2 days excursion Alpe D'Huez. £189 inc. insurance, ski guides. 27 December 13 & 20 February. Colour Brochure, Moor Row Cumbria CA24 3JL. 0946 810675 24 hrs. Access/Visa. (37656) 680000

**SUNDERLAND**

**BOROUGH OF SUNDERLAND EDUCATION DEPARTMENT DENHOLME HILL OUTDOOR EDUCATION CENTRE**
Keswick
Required for 1st January, 1987, if possible:
TEACHER (SCALE 2) OF EXPERIENCED LEARNING THROUGH OUTDOOR ACTIVITIES.

To work with a team of six in personal effectiveness and team development with Y.T.S., T.V.E.I., and C.P.V.E. students and realness through the medium of outdoor pursuits. In addition to work with Primary and Secondary school children in general curriculum based activities. Competence in hillwalking and rock climbing necessary. Initial 3 year appointment.

Application forms and further details are obtainable from the Director of Education, P.O. Box 101, Town Hall & Civic Centre, Sunderland SR2 7DN, on receipt of a stamped addressed foolscap envelope to be returned to him by 24th October, 1986. (33667) 680000

**T.V.E.I. RESIDENTIAL COURSES.** Mountain Venture offers expertly planned Residential Courses in discussion with clients to meet not only developing problems solving skills and initiative in students but also help consolidate learning by doing and giving that is EXPERIENTIAL LEARNING. All our students are given real tasks to perform and real problems to solve within a residential environmental, 'hands-on' approach about our T.V.E.I. (and C.P.V.E.) courses or placement and residential experience by writing to Mountain Ventures Ltd., 119 Allerton Road, Liverpool L18 2DD. Tel: 051-724 2732. (97645) 680000

**TALLSHIPS**

The ideal residential adventure experience for groups of young people. Prices from £9 per head a day.

For further information contact: The Cirdan Trust, 31 Imperial Avenue, Maylandsea, Chelmsford, Essex CM3 6AL. Tel: 0621 740343.

The Cirdan Trust is a registered charity and every group is subsidised. Free trials are available for leaders. (33187) 680000

**THE ANGLESEY SCHOOL OF SEA CANOEING.** Residential Multi-Activity Courses. Tel: 0407 860201, (N. Wales). (14902) 680000

## English as a Foreign Language

**BOURNEMOUTH**

**RSA COURSES AT ITTC**

Learn to teach English as a foreign language at the International Teacher Training Centre, Bournemouth. The Centre runs regular 4 week introductory courses leading to the Royal Society of Arts Preparatory Certificate in Teaching English as a Foreign Language.

For details write to ITTC, 674 Wimborne Road, Bournemouth or Tel: (0202) 525537. (92528) 700000

**ITALY**

**LANGUAGE SCHOOL**
in Bolzano, Italy
Urgently requires experienced TEFL teacher.

Apply: E. Joa, CLM, Via A Pozzo 30, I-38000 Trento, Italy. (33554) 700000

**N.E. SPAIN**

Well established school requires Experienced English Teacher. TEFL qualification essential.

Contract and work permit provided. Phone 0934 25638. (04665) 700000

**SPAIN**

Young, energetic graduate wanted immediately for language school in Zaragoza, Spain.

For further information telephone the Kett School of English on Thanet 68207 e.m. only. (33370) 700000

**TURKEY**

Experienced EFL teachers wanted for well-established school in Izmir. Good pay, accommodation provided.

Apply with c.v. and photo to: Build Participant, Cumhuriyet B/1, 36/2 Gumrulk Izmir, Turkey. (33742) 700000

## English as a Second Language

**HAMPSHIRE**
**NORTH EAST AREA**
Required from 1st January 1987, experienced and suitably qualified teachers for two posts as Specialist Peripatetic teachers. Scale II in the Aldershot and Farnborough areas.

The Authority pursues a policy of equality of opportunity.

Closing date 22nd October 1986.

Application form and details obtainable from The Area Education Officer, Crossways, Boundary Road, Farnborough, Hampshire GU14 6SP on receipt of a stamped addressed envelope. (33658) 700000

**COUNSELLING SKILLS WORKSHOPS.** Dr. S. Palmer, Clinical Psychologist. Tel: 01-348 4010. (32158) 760000

**DEVON**
**DARTMOOR ADVENTURE**
Outdoor pursuits courses for children aged 11-18. Climbing, canoeing, caving, sailing, camping. Expert qualified instruction. Tailor-made courses to suit specific requirements for field trips. Duke of Edinburgh Awards, etc. Also instructor training course.

Details: John Earle, The Warden, Dartmoor Expedition Centre, Widecombe, Devon. (03642) 245. (36071) 760000

## Educational Courses

**LEARN TO TEACH ENGLISH (EFL)**

One week Introductory Courses

AT KENT UNIVERSITY/CANTERBURY

The Course Objective:

To give you a practical and thorough introduction to Teaching English as a Foreign Language in one week.

Regular courses until end September. Fees from £99 vat.

Terry Edwards, Pilgrims Teacher Training Courses, 8 Vernon Place, Canterbury, Kent CT1 3YG. Tel: 0227-453486. (16783) 760000

## Appointments Wanted

**GRADUATE PHYSICS TEACHER** recently returned from overseas after ten years service in boarding and day schools, also with teaching experience in U.K., seeks permanent appointment. Anything reasonable considered. Other interests include sports and life saving. Wife has Montessori and library qualifications. Family accommodation will be required. Write Box No. TES 00612, Priory House, St. John's Lane EC1M 4BX. (33198) 720000

**KEALE SCHOOL OF LAW**
**LONDON LL.B. EXTERNAL**
A few vacancies exist on the above full-time course for INTERMEDIATE students. Guaranteed places for final examination courses.

Fees £1,000 inclusive of basic text books, registration and examination fees.

Apply immediately to Rodney Vix, 3 Stanford Estate Road, Bournemouth BH2 5HA (0202 294020). (33921) 760000

CONFERENCE OF MAJOR RELIGIOUS SUPERIORS

## RESEARCHER/PLANNER in EDUCATION

The CMRS is the co-ordinating body for the religious orders in Ireland. It is forming a STRATEGIC PLANNING TEAM to articulate a new vision for education, develop policy and plan implementation.

CMRS is seeking an experienced professional person who will contribute to this task mainly through research and analysis of the social and educational environment in Ireland and elsewhere.

For further information apply in confidence to Paul Byrne, O.M.I., Secretary General, CMRS Secretariat, Milltown Park, Dublin 6. Telephone 01-698011. (02762)

**Lothian**
REGIONAL COUNCIL
DEPARTMENT OF EDUCATION

**BENMORE CENTRE FOR OUTDOOR EDUCATION**

## SENIOR INSTRUCTOR (CANOEING)

Applications are invited from registered teachers for the post of Senior Instructor at this long established residential centre which is situated in the Argyll Forrest Park, 6 miles north of Dunoon. The Centre provides a wide variety of courses for school pupils and teachers who reside in Lothian Region.

Candidates should be appropriately qualified with extensive experience of instructing in outdoor pursuits particularly in sailing, canoeing and mountaineering. The successful candidate will have responsibility for organising the canoeing input of the Centre and for the administration of Bernice, an annexe of Benmore Centre for Outdoor Education.

Full board is available for a single person.

Salary will be in accordance with the current Scottish Teachers Salaries Memorandum plus a responsibility allowance of £753 per annum.

Closing date for applications is 24 October 1986.

Further particulars and application forms may be obtained from the Head of Personnel, Personnel Section, 40 Torphichen Street, Edinburgh EH3 8JJ, tel 031 229 9166.

Lothian Regional Council is an Equal Opportunities Employer and will prevent discrimination particularly on the grounds of sex, marital status, disability, race, colour, religion, sexual orientation, nationality or ethnic origin.

(02724)

**UNIVERSITY OF READING SCHOOL OF EDUCATION**

## Full-time Courses for Teachers

**MA in Organisation, Planning and Management in Education**

This one year course is designed to introduce students to management problems, financial issues, changing education patterns and contemporary educational issues from a comparative prospective.

**MA in Education and Society**

This one year course examines different aspects of contemporary education and society, including some of the major managerial implications, with special reference to their sociological and psychological implications.

**Diploma in Counselling and Guidance**

This is a three term generic course with options designed for those intending to work in counselling, guidance or pastoral care in educational and other settings in which counselling and communication skills are of prime importance.

For further details and application form, write to the Assistant Registrar and Secretary, School of Education, The University, London Road, Reading RG1 5AQ. (6213)

**FCG Computer Systems**

## COMPUTER SYSTEMS TRAINER ATTRACTIVE PACKAGE

We are a software house with a nationwide client base in the construction industry. Due to expansion we have a vacancy for a full time trainer.

You will be a first class teacher able to teach our SYSTEMS across the ability range from managing director to ACCOUNTS clerk. You should be computer literate, ideally (but not essentially), have some knowledge of accounts and for the construction industry and be prepared to travel widely within the U.K.

Send full C.V. and letter immediately to:-
Peter Jackson B.SC. Cert. Ed (Training Manager)
3 Hamilton House, Mableton Place, London W11 1BR tel: 01-387 9398 (04792)

Education
**Primary ESL Team**
## Teacher
**(Scale 3)**

Required for January 1987 to join an established team. Recent teaching experience of work in inner city, multi-racial schools is essential and familiarity with ethnic minority culture(s) and language(s) is desirable. The work involves a major responsibility for both professional and curriculum development. Applicants must be car drivers/owners.

**Application forms and further details are available from the Director of Education at County Hall. Closing date: 20 October. Please quote ref. S26.**

*An Equal Opportunity Employer.*

Nottinghamshire County Council
County Hall · West Bridgford
Nottingham NG2 7QP

St Mary's College Strawberry Hill

## Are you interested in SCHOOL/INDUSTRY LINKS?

The Diploma in the Principles and Practice of Industry and Commerce aims to give teachers from all subject areas a structured experience of industry and commerce in Great Britian with a view to future curriculum innovation and the establishment of closer school/industry links.

The course, leading to a University of Surrey Diploma, will be for one year, full time, and is for qualified teachers with at least three years' teaching experience.

Applications are now invited for places for the 1987/88 academic year.

For application forms and further particulars write to:

The Registry,
St. Mary's College,
Strawberry Hill, Twickenham, Middx TW1 4SX.
Tel: 01-892 0051. (03493)

## EDUCATION COURSES
continued

### IN-SERVICE TRAINING COURSES

Teachers of Modern Languages:

Federal Republic of Germany Summer 1987

France (La Rochelle) Easter 1987

France (Montepellier) Summer 1987

Please register your interest now - address below.

Teachers of Classics.

Greece (Athens) Easter 1987.

Information and application forms from: In-Service Training Department - Courses Section (CE 1), Central Bureau, Seymour Mews House, Seymour Mews, London W1H 9PE. Tel: 01-486 5101. (33743) 760000

### LINGUARAMA

T.E.F.L. COURSES

Linguarama with over forty-five schools world-wide offers one-week Intensive Courses in Teaching English as a Foreign Language in London, Birmingham, Manchester and Canterbury. Ideal introductory courses for those wishing to enter the profession in the U.K. or abroad.

For full details send large S.A.E to: TEFL Dept., Linguarama Ltd., 16 Waterloo Street, Birmingham B2 5UG. (14986) 760000

MULTILINGUA T.E.F.L. COURSES One-week intensive courses, to give a thorough introduction to the practical techniques of teaching English as a Foreign/Second language. For details contact: Multilingua, 8 Hall Ings, Bradford (01) 1DU, W. Yorks. Tel: (0274) 735714. (17435) 760000

## Tuition

ENGLISH, FRENCH, ITALIAN as second languages, conversation. School revisions etc. Brighton (0273 725780). (36452) 770000

HOME TUTORS PART-TIME wanted in London, all subjects, for O, A and GCSE level tuitions. Rind 344 375 evenings. (32458) 770000

HOME TUTORS required throughout Great Britain. Personal Tutors (T.E.S.) Chemile House, Chos. Tel: 061-428 2285 (24 hours). (19320) 770000

SPANISH TUITION Conversation, School Revision, Intensive. All levels. 01-733 1635. (33725) 770000

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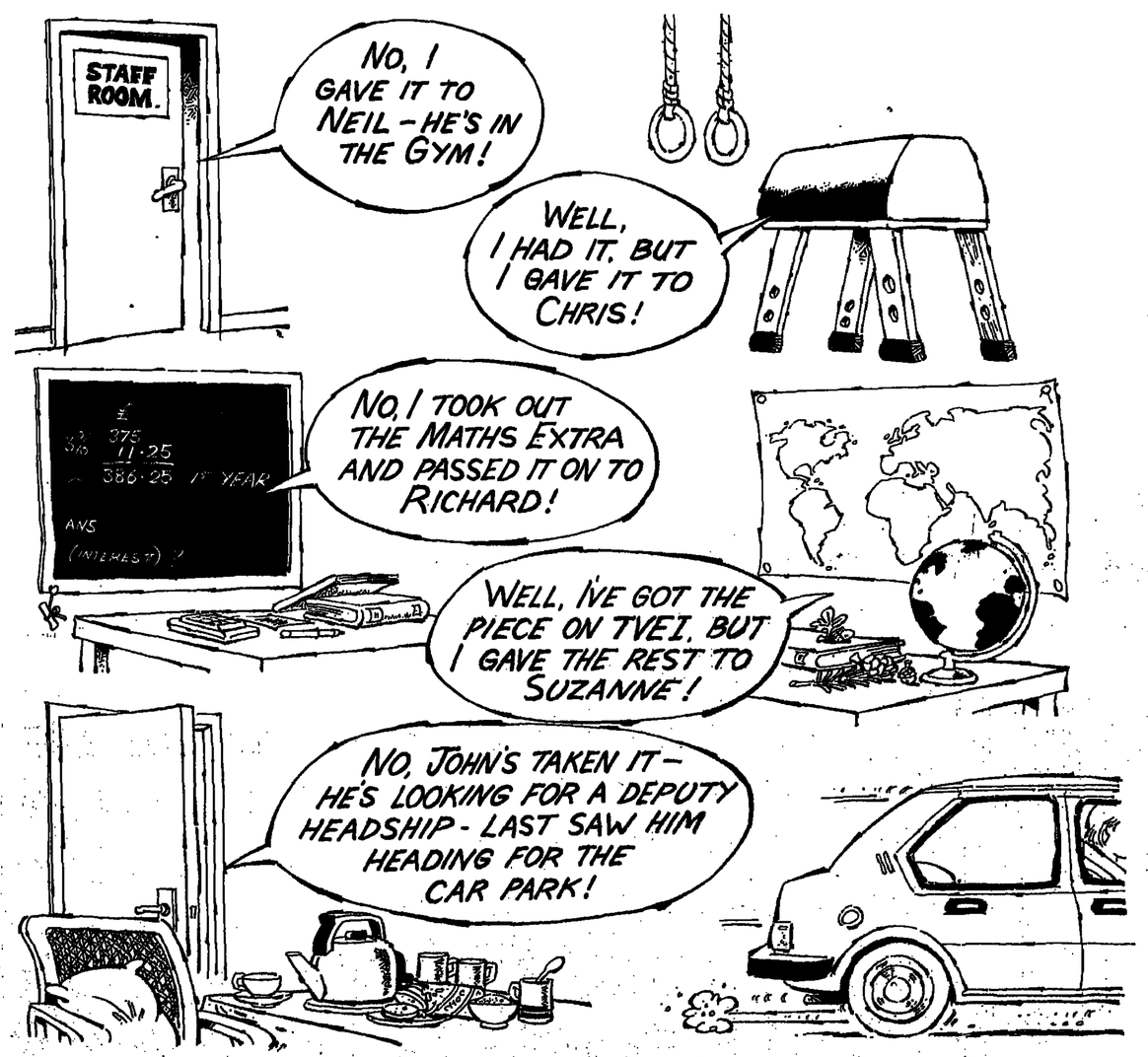


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